249)   AA 001 328

es in Education (RIE). Volume 36, Number 5.
AGENCY- Office of Educational Research and Improvement
 Washington, DC.
E- 01
E- English
ice- MF13 Plus Postage. PC Not Available from EDRS.
E- Reference Materials - Bibliographies (131),Collected
 - Serials (022)
TORS- *Abstracts; Catalogs; Education; *Educational
rces; *Indexes; Resource Materials
IERS- *Resources in Education
urces in Education" (RIE) is a monthly abstract journal that
es (catalogs, indexes, abstracts) documents of interest
educational community (including researchers, teachers,
s, school board members, school administrators,
ers, parents, etc.). Each issue announces approximately
cuments and provides indexes by Subject, Personal
 Institution, Publication Type, and ERIC Clearinghouse
 This special Computer Output Microfiche (COM) edition
ered directly from the ERIC database prior to
tion of the printed journal and therefore is lacking the
nd other regular introductory and advertising matter
ed in the printed journal. The COM edition contains all
 the indexes in the printed edition. The first accession
 issue of RIE is the issue itself. In this way, the
 microfiche collection for each issue is immediately
d by a microfiche index to that collection. This
e began with the RIE issue for May 1975. The electronic
 of the ERIC database contains data fields in addition
e appearing in the printed journal, e.g., geographic
 target audience, etc. (CRW/WTB)

250   CE 073 958

ion from College to Work. Indicator of the Month.
E- 97
p.
E- English
ice- MF01/PC01 Plus Postage.
E- Numerical/Quantitative Data (110)
TORS- *College Graduates; College Outcomes Assessment;
ation Work Relationship; *Employment Level; *Employment
rns; Entry Workers; Graduate Surveys; Higher Education;
rs (Students); *Outcomes of Education
ing a bachelor's degree is one measure of the skills
 through college attendance, but in recent years,
 about the difficulties encountered by recent graduates
ng the transition from college to work has grown. Data
d by the National Center for Education Statistics for
994 showed the following: (1) two-thirds of recent
 graduates were employed full time and not enrolled in
ondary education, whereas 9 percent were employed part
d not enrolled; (2) 76 percent of those who worked full
d were not enrolled in postsecondary education had jobs
reer potential; (3) although about three-fourths of
graduates who were working full time and not enrolled in
ondary education reported their jobs were related to
ield of study, only 60 percent said a college degree was

conduction anesthesia. Chapters 11 and 12 discuss choosing
planning the anesthetic technique and postoperative care of
patient. Chapters 13 and 14 discuss special needs of
iatric and obstetric anaesthesia and important medical
itions. Chapter 15 covers oxygen, gas supplies, equipment,
maintenance. Numerous illustrations convey technical
ils; tables, charts, and checklists summarize lines of
ion and points to remember. Checklists and an index are
nded. (YLB)

447 268   CE 080 805

y, Maurice; Ronayne, Tom
ieving Inclusion: The Role of Empowerment in Policy and
ractice.
S. AGENCY- European Social Fund, Dublin (Ireland).
DATE- 00
- 80p.
UAGE- English
 Price- MF01/PC04 Plus Postage.
TYPE- Reports - Evaluative/Feasibility (142)
RIPTORS- Action Research; Administrator Attitudes;
dministrators; Adult Education; *Adult Learning; Adult
rograms; *Citizenship Education; Definitions; *Educational
olicy; *Educational Practices; Educational Theories;
mployment Programs; *Empowerment; Equal Education; Family
rograms; Foreign Countries; Influences; Intergenerational
rograms; International Cooperation; International Educational
xchange; International Programs; Models; National Programs;
artnerships in Education; Policy Formation; Program
dministration; Program Design; Program Development; Program
mplementation; Rural Areas; Rural Education; *Social
ntegration; Social Isolation; Tables (Data); Technology
ducation; Theory Prac *European Union; Ireland; Marginalized
roups
NTIFIERS- *European Union; Ireland; Marginalized Groups
his booklet examines the definition of the term "empowerment"
rding to academics and policymakers and the relevance of
owerment to achieving social inclusion at the national and
opean Union levels. The findings of a study of the theory
practice of empowerment in five Integra projects in Ireland
reviewed and used to create a framework for linking the
erse definitions of empowerment to different concepts of
izenship and the microprocesses of project design and
lementation. The following are among the issues emphasized:
the benefits and limitations of the positivist,
erpretive, and critical approaches to policymaking and
izenship; (2) problems of the social partnership model; (3)
ategies for moving toward a common society and citizenship;
the relevance of empowerment to achieving inclusion; and
putting empowerment into practice. The booklet's main
clusion is that the practice of empowerment in the projects
mined is influenced by the following factors: project
gers' disciplinary backgrounds; the constraints of
rating within the time scale and objectives of the Integra
tiative; the nature of the promoting organizations; and the
cumstances and needs of projects' target groups. (The
liography contains 18 references. The following items are
ended: 13 tables; 2 charts; and descriptions of the 5
egra projects.) (MN)

447 269   CE 080 833

tin, Ann, Ed.; Hynes, Geraldine E., Ed.; Miller, Roxanne T.,

Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adult Learning; Career Development; *Continuing Education; *Education Work Relationship; Educational Change; Educational Environment; Educational Needs; Educational Opportunities; Educational Technology; Educational Trends; Employment Patterns; Futures (of Society); Independent Study; Information Networks; *Information Technology; Job Training; *Lifelong Learning; Needs Assessment; Professional Continuing Education; *Professional Development; Student Centered Curriculum; Teacher Role; Teamwork; Trend Analysis; Work Attitudes
IDENTIFIERS- *Global Economy; Learning Organizations

Professionals have normally become qualified through a period of formal education followed by a structured training program and continuing professional development. This traditional pattern is being replaced with a process of lifelong learning that, thanks to the development and application of a wide range of information and communication technologies, can be engaged in where, when, and how learners want. Moreover, the focus of learning is shifting from teachers and toward learners. These changes in the structure of learning are being accompanied by changes in the patterns of work. Increasingly, individuals are being expected to act self-employed but be team players, and the concept of learning is being applied not only to individuals but also to teams, groups, and organizations. The following are some of the things that fully effective adult learners are able to do: audit and assess what they already know and can do; formulate a career and learning development plan; integrate acknowledgment of their need for continuing personal development in private and professional realms into their learning; understand the qualities of different kinds of knowing and understanding, and of skills, and competence; and reflect on their knowledge and establish links between different kinds of knowledge. (Contains 12 references.) (MN)

ED 447 285   CE 080 919

Misson, Ray
Imagination, the Individual and the Global Media.
PUB DATE- 00
NOTE- 13p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Creative Thinking; *Cultural Context; Definitions; *Educational Environment; Educational Needs; Educational Trends; Foreign Countries; Global Approach; *Imagination; *Individual Development; Internet; Learning Theories; Needs Assessment; Postmodernism; Student Centered Curriculum; *Transformative Learning; Trend Analysis
IDENTIFIERS- Australia; Poststructuralism

The relationship between imagination, the individual, and the global media was examined. The examination focused on two development opportunities should be provided in good practice in teaching; and opportunities should be provided for all team members who have developed successful projects to share their experiences and products with others. A number of staff development case studies were identified, most practicing what they preach by adopting flexible learning techniques to teach teachers by example about flexible learning. Among them were Project LEAD; Teaching at a Distance; Flexible Delivery Web site and videotape; Multimedia Pathways; First Fleet OnLine; NCODE Flexible Learning Web site and online workshops; Teleteaching 96; and Interactive Proceedings 94. (YLB)

ED 447 301   CE 080 935

Macpherson, Reynold J. S.
Learning Organisations for a Knowledge Economy: The Role of National Technological Institutes of Higher Education in the 21st Century.
PUB DATE- 00
NOTE- 13p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Communications; Developed Nations; Developing Nations; Foreign Countries; *Higher Education; Information Technology; *Institutional Role; National Programs; *Technical Institutes; *Technological Advancement; Technology; *Technology Education
IDENTIFIERS- Learning Organizations; National Development

International civilization is undergoing fundamental changes enabled by the revolution in information and communication technology. National institutions and education systems are challenged to mediate the changes' impact. National institutes of technology (NITs) of higher education can help nation states reposition in the global economy, if they become learning organizations. The information and communications technological revolution has created a power vacuum requiring creation of new international policies and systems and international organizations to codify and distribute intellectual capital. Advanced technological education is recognized as a key strategy for promoting and achieving transition to a knowledge economy. Development of sustainable, advanced knowledge industries requires these special services from higher education NITs: advance knowledge through collaborative, interdisciplinary scholarship; build NIT's international reputation for scholarship; develop curricula around graduate profiles defined by national policies, industry needs, and advice from professions; encourage research into pure, strategic, applied, and professional challenges evident in the international context; provide multiple entry and exit points; and promote technological capacities. NITs can sustain provision of relevant services if they are regularly repositioned by effective governance and deliberately reorganized through effective management and evaluation. (YLB)

ED 447 302   CE 080 936

Fischer, Gerhard
Distributed Cognition and Systems for Supporting Social

tutors and coordinators with issues of teaching basic skills in the workplace in Great Britain, this course can be delivered by experienced workplace basic skills training program coordinators. It can be delivered over three days or as six half-day sessions. Each of the four units consists of a list of objectives, informational material, and exercises with suggestions for use. Unit 1, General Concepts of Workplace Basic Skills Training and Company Culture, addresses program name; adult basic education in the workplace context; differences between community- and workplace-based student groups; benefits and barriers to training; workplace reform; company culture; and cultural models. Unit 2, Making It Happen, covers training needs analysis, negotiating with a company, definitions of basic skills, steering group, and confidentiality. Unit 3, Setting It Up, concerns publicity, program outline, and delivery options. Unit 4, Developing the Learning Program, covers developing objectives and learning outcomes, mapping to accreditation, expectations and progression routes, and evaluation. Other content includes accreditation information, learning outcomes/assignments, performance criteria and evidence indicators, addresses of 18 useful organizations, and sample company checklist and training needs analysis questionnaire. (Contains 25 references.) (YLB)

ED 447 319 CE 080 964

Carlton, Shiela; Soulsby, Jim
Learning To Grow Older & Bolder: A Policy Paper on Learning in Later Life.
PUB DATE- 99
NOTE- 112p.; Subtitle on cover is "A Policy Discussion Paper on Learning in Later Life." Funded by the Carnegie (UK) Trust and the Esmee Fairbairn Charitable Trust for the Older & Bolder Initiative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Learning; Adult Programs; Adult Students; Aging (Individuals); Change Strategies; College Programs; Computer Uses in Education; Delivery Systems; Distance Education; Education Work Relationship; Educational Change; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Planning; *Educational Policy; Educational Trends; Enrollment Trends; Foreign Countries; Government School Relationship; Information Technology; *Lifelong Learning; Mass Media; Needs Assessment; Nontraditional Students; *Older Adults; Open Education; Participation; Policy Formation; Population Trends; Postsecondary Education; Public Policy; Student Characteristics; Techni *United Kingdom
IDENTIFIERS- *United Kingdom

This paper discusses policy regarding learning in later life in the United Kingdom. The following are among the topics discussed in chapters 1-12: (1) the importance of lifelong learning; (2) the importance of learning to older people; (3) opportunities for lifelong learning in the United Kingdom; (4) the United Kingdom's aging population; (5) older learners' participation in learning; (6) provisions for older adults by local education authorities and in the further education, higher education, and voluntary sectors; (7) the role of information technology and broadcast media in lifelong learning; (8) the government's role in lifelong learning; and (9) lifelong learning and issues and barriers. The following

Canada, Pierre Brodeur, and committee members, George Molloy, Tom Rich, and Jean-Pierre Voyer. Writers include Doug Giddings, Norman Henchey, Ann Power, Colleen Meahan Ferguson, Victor Thiessen, and Diane Simpson.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); Case Studies; Developed Nations; *Education Work Relationship; Educational Research; Federal Government; Foreign Countries; Government Role; Higher Education; Internship Programs; Labor Market; *Occupational Aspiration; Outcomes of Education; *Partnerships in Education; Postsecondary Education; Program Development; School Business Relationship; Secondary Education; Trend Analysis; Vocational Education; Work Study Programs; Youth Employment
IDENTIFIERS- *Canada

This report represents Canada's background report to a review of the transition from initial education to working life. Part 1 is a paper on the context of Canadian education (social, economic, and educational environment) and common issues across Canada. An examination of issues shows that transition is now a more challenging period; the concept of transition is evolving as a result of the changing characteristics of the labor market and changing aspirations of young people; public attitudes toward employment prospects for young people may be too pessimistic; and many groups cooperate in design, funding, and delivery of transition programs and services. Significant trends include the following: (1) increased diversity of approach, (2) a shift from specific vocational courses to broad-based technology courses; (3) integration of work experience into secondary school; and (4) emphasis on links between curriculum and work. Parts 2 and 3 are case studies from Nova Scotia and Quebec. Each considers context; institutional framework; clarification of the transition concept; concerns about the transition process and outcomes; and changing expectations and objectives. Part 4 presents results of a questionnaire sent to these five provinces: Newfoundland and Labrador, New Brunswick, Ontario, Manitoba, and British Columbia. The 35 questions are grouped in these categories: general, initiatives, trends, programs, youth, and research. (YLB)

ED 447 337 CE 080 986

Displaced Homemaker Program: 1997-1999 Biennial Report.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Displaced Homemakers; *Employment Services; Information Services; *Job Training; Non English Speaking; *Outreach Programs; Professional Development; *Program Development; *Program Effectiveness; Program Implementation; Referral; Rural Areas; State Programs; Welfare Recipients
IDENTIFIERS- *Washington

The Washington State Displaced Homemaker Program (DHP) as administered by the Higher Education Coordinating Board (HECB) accomplished its goals during the 1997-99 biennium. Four multipurpose service centers provided services to displaced homemakers in urban and rural county areas; four programs

Employment Patterns; Equal Education; Financial Support; Foreign Countries; Government Role; Influences; Job Training; Labor Market; Literature Reviews; *Measurement Techniques; *Outcomes of Education; Postsecondary Education; Research Design; *Research Methodology; *Research Needs; School Business Relationship; Secondary Education; State of the Art Reviews; Student Attitudes; Unemployment; *Vocational Education; Youth Emplo *Australia; Return on Investment
IDENTIFIERS- *Australia; Return on Investment

Outcome measures are one of three key dimensions of the performance of Australia's vocational education and training (VET) system. The government, employers, students, and the broader community all share an interest in ensuring that Australia's VET system produces skills needed in the labor market. However, each group's views of what constitutes a valid outcome measure are unique. Australia has established the following seven key performance measures for assessing the VET system: skill outputs produced annually within the domain of formally recognized VET; stocks of VET skills against desired levels; employers' views on the relevance of skills acquired through VET; student employment outcomes and prospects before and after participation in VET; VET participation, outputs, and outcomes achieved by specific client groups; actual public expenditure per publicly funded output; and actual public expenditure per total recognized output. Outcome measures designed to assess delivery of VET in schools are less developed than are those intended for the postschool sector. The literature review revealed that the following topics require further research: labor market outcomes; equity in VET; youth unemployment and VET; funding the training market; matching supply with demand; and VET in schools. (Contains 52 references.) (MN)

ED 447 354   CE 081 018

Harper, Barry; Hedberg, John; Bennett, Susan; Lockyer, Lori
The On-Line Experience: The State of Australian On-Line Education and Training Practices. Review of Research.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adjustment (to Environment); College Programs; *Computer Uses in Education; *Delivery Systems; Distance Education; Educational Change; Educational Environment; Educational Finance; Educational Needs; Educational Opportunities; *Educational Policy; *Educational Practices; Educational Research; Educational Resources; Educational Trends; Evaluation Methods; Financial Support; Foreign Countries; Human Resources; Instructional Design; Internet; Literature Reviews; Needs Assessment; *Online Systems; Open Education; Outcomes of Education; Postsecondary Education; Program Evaluation; State of the Art Reviews; Teacher Role; Technical Institutes; Training Methods; Trend Analysis; T *TAFE (Australia)
IDENTIFIERS- *TAFE (Australia)

The state of Australian online education and training practices was examined through a literature review and interviews. Special attention was paid to the following aspects of online vocational and technical education (VET) and technical and further education (TAFE): current online implementations; online teaching strategies; issues for online learners; resource implications; policy; evaluation and outcomes; and findings of the evaluation in a user-friendly format. The handbook provides all SAP participants with a means to monitor and improve their programs. This report includes the following sections: (1) Introduction; (2) Methodology; (3) Results; (4) Incorporation of Components and Indicters Results to the Field; and (5) Technology Transfer. (Contains 2 appendixes; 6 tables; 1 figure; and 8 resources.) (JDM)

ED 447 374 CG 030 473

Manhal-Baugus, Monique
The Association of Personal-Related Variables to Length of Sobriety: A Study of Prognostic Indicators of Successful Treatment for Chemically Dependent Women.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coping; *Drug Addiction; *Females; *Individual Characteristics; *Outcomes of Treatment; Rehabilitation Programs; Residential Programs; Resilience (Personality); *Social Support Groups; *Socioeconomic Status

The idea of specialized treatment for chemically dependent women is a relatively new notion, and professionals charged with the responsibility of treating these individuals will find little in the way of empirical guidance. In this study a number of personal variables were assessed for their potential effect on the length of sobriety for women addicts in long-term, intensive, residential treatment. It was questioned how treatment programs can address the special needs of women in treatment in order to increase the likelihood of long-term sobriety. Participants consisted of 95 clients who received chemical dependency treatment in a long-term treatment program over a 4-year period. Clients were classified into three groups based on length of sobriety. Categorical data were accumulated for 16 personal-predictor variables and then analyzed for their association with length of sobriety. Two single predictor variables, support group experience and income source, were positively associated with long-term sobriety. A third variable, abuse history, was negatively associated with sobriety. The conclusion is made that the ultimate goal of all agencies is to provide the most appropriate treatment to each client. (Contains 1 table; 1 appendix; and 35 references.) (JDM)

ED 447 375 CG 030 474

Kariuki, Patrick; Harris, Carmen
Trends in How Families Are Portrayed in Children's Literature from the 1950s to the 1990s.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Childrens Literature; Divorce; Educational Sociology; *Emotional Response; Family (Sociological Unit); Higher Education; History; Instructional Materials; Literature Reviews; One Parent Family; *Social Change; Social Cognition; *Trend Analysis

This paper examines how the family has been portrayed in

10 references.) (JDM)

ED 447 395   CG 030 526

Lin, Sunny S. J.; Tsai, Chin-Chung
Sensation Seeking and Internet Dependence of Taiwanese High School Adolescents.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000). Funded by the National Science Council of the Repulic of China, contract numbers NSC-89-2520-S-009-010 and NSC-90-2511-S-009-007-N.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; Computer Mediated Communication; Cross Cultural Studies; Foreign Countries; *High School Students; High Schools; Higher Education; *Internet; Peer Relationship; *Time Management
IDENTIFIERS- Addictive Behavior; *Sensation Seeking; Taiwan

This paper presents the second year follow-up research on Internet addiction among Taiwanese high school students from surveys of 753 students. A psychological profile of users was determined in order to differentiate motivation of Internet dependence and non-dependence. Data was analyzed to establish whether sensation seeking was a part of adolescents' excessive use of the Internet. Results indicated that Internet dependents spent more time online (about 20 hours per week) than non-dependents. While Internet dependents perceived significantly more negative Internet influences on daily routines, school performance, and parental relations than non-dependents, both users viewed Internet use as enhancing peer relations. Making friends through the Internet has become a popular activity among adolescents, potentially leading to its excessive use. Internet dependents scored significantly higher on overall sensation seeking and disinhibition than Internet non-dependents. However, the groups did not differ in the life-experience-seeking subscale and thrill- and adventure-seeking-subscales. This finding contradicts that of Lavin et al. (2000), where Internet dependents obtained lower scores on thrill and adventure seeking than Internet non-dependents. Two factors may contribute to the differences in Lavin's study: (1) university students in later adolescence were surveyed; and (2) the students were from a different culture (United States). (Contains 5 tables and 34 references.) (JDM)

ED 447 396   CG 030 528

Knox, Michele S.; Carey, Michael P.; Kim, Wun Jung; Niedermeier, Danielle
Relationships among Violence Exposure, Depression, and Aggressive Behavior in Youth.
SPONS. AGENCY- Ohio State Dept. of Mental Health, Columbus.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; At Risk Persons;

experiences relating to the chapter content, and references. Chapters in the book are: (1) Understanding Children's Literacy Development; (2) From Birth to Three Years: Literacy Beginners; (3) From Three to Five Years: Novice Readers and Writers; (4) From Five to Seven Years: Experimenting Readers and Writers; (5) From Six to Eight Years: Conventional Readers and Writers; (6) Literacy-Rich Classrooms: (7) Supporting Literacy Learning in Preschools; (8) Supporting Literacy Learning in Kindergarten; (9) Supporting Literacy Learning in First Grade; (10) Supporting Literacy Learning Beyond First Grade; (11) Diverse Learners; and (12) Assessment. A list of over 200 children's books is attached. (RS)

ED 447 416 CS 013 990

Gunning, Thomas G.
Phonological Awareness and Primary Phonics. Grades K-2.
PUB DATE- 00
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; Decoding (Reading); *Emergent Literacy; *Phonics; Primary Education; Reading Instruction
IDENTIFIERS- *Phonological Awareness

Intended for teachers of grades K-2, this book is a practical resource manual designed to provide step-by-step suggestions for assessing and instructing students' phonics skills and strategies. It presents phonological awareness as a foundation and preparation for phonics instruction and integrates the two so they become reciprocal. In addition, the book features: instructions for quickly and efficiently assessing students in phonological awareness with reproducible assessment devices; sample lessons for teaching key skills and strategies; a carefully sequenced presentation of essential phonological awareness skills, with many rhymes, tongue twisters, riddles, games, word lists, sorting and other activities; more than 200 illustrations that can be duplicated; more than 140 copyright-free verses and songs that can be used to reinforce patterns; and a series of two dozen fold-and-read minibooks that can be duplicated and used for reinforcement. The book's five chapters are as follows: (1) Phonological Awareness; (2) Teaching Phonics; (3) Phonemic Awareness and Beginning Consonant Correspondences; (4) Teaching Vowel Patterns; and (5) Organizing and Implementing a Program for Building Phonological Awareness and Phonics Skills and Strategies. Two appendixes include instructional material for reinforcement. Contains 50 references. (SR)

ED 447 417 CS 013 991

Simmons, Jay
You Never Asked Me To Read: Useful Assessment of Reading and Writing Problems.
PUB DATE- 00
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

personalized approach to learning; (4) continuous staff development focusing on standards of authentic instruction; (5) current, research-based curricula that are interdisciplinary, relevant to the real world, discovery-based, and focused on critical thinking; (6) curricula aligned with state standards and targeted to reinforce skills; and (7) programs that develop students' skills in leadership and collaboration. As of June 1999, Voyager summer programs were serving 135,000 students in more than 1,000 districts in 44 states. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 438   CS 014 132

Waterford Early Reading Program.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; Computer Assisted Instruction; Early Intervention; *Emergent Literacy; *Instructional Effectiveness; Instructional Materials; Limited English Speaking; Parent Participation; Primary Education; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research

This paper provides an overview of the Waterford Early Reading Program (WERP), which is designed to shift teaching and learning away from remediation and failure to prevention, early achievement, and sustained growth for every student. WERP includes three levels of instruction: emergent, beginning, and fluent readers. It targets pre-K through 3rd-grade students and uses a balanced early-intervention and comprehensive literacy curriculum. The program's primary components include: daily individualized instruction (using highly interactive software); best teaching practices; ongoing assessment (online and off-line); ongoing professional development; school-to-home link; and parent involvement (via Family Literacy Nights). Evidence of effectiveness indicates that adequate time must be available for students to complete the lessons, and that the necessary computer equipment is adequate and well-maintained. Positive effects have been found overall for the program, especially for limited-English-proficient and low-performing students. At the end of 1998, 1,003 schools in 338 districts nationally were using the Waterford Early Reading Program. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 439   CS 014 133

Wilson Reading System.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decoding (Reading); Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; Learning

testing of third and fourth graders has provided concrete evidence for what was, in years past, a suspected but unverified problem; and (3) with the advent of a more complex, technologically driven society, higher level skills--including literacy--have become an absolute requirement for personal success and a well functioning economy. Policymakers will soon deal with a variety of issues in early literacy that are moving to the forefront of the nation's education agenda, specifically: What should young children know and be able to do? What are the best ways to facilitate literacy development in young children? How should the literacy development of young children be measured? and How should teachers be prepared to provide effective instruction for young children? The brief discusses each of these issues in turn and stresses that the demand for a literate society will only grow in the years and decades ahead, as will the challenge to provide effective early literacy education. Contains 8 resources and 12 references. (NKA)

ED 447 455 CS 014 156

Rogers, Sue F.
Changes in Reading Practicum Accountability: Preservice Teachers Are Held Responsible for Children's Progress.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (Hilton Head, SC, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Preservice Teacher Education; Primary Education; Program Effectiveness; *Reading Achievement; *Reading Improvement; *Remedial Reading; *Tutoring; Writing Instruction

Seven years of changes in a Practicum in Reading course has altered the responsibilities and accountabilities for preservice teachers tutoring in a public school. Changes, formative and summative assessment results for tutored children and implications for the program's future are discussed. A study examined whether the college literacy practicum tutors were doing the quality work needed to be held accountable for their tutee's academic progress. Results indicate: (1) tutees improved in expository writing, oral reading assessments, recognition of initial consonants, spelling phonetically, and spelling with silent letters; (2) tutors used the state's criteria of standards when designing and teaching lessons for tutees; (3) tutors received continuous support from supervisors; and (4) tutors received positive results on their teaching by keeping a portfolio of tutees' products from tutoring. (RS)

ED 447 460 CS 014 160

Thornton, Linda H.; Vinzant, Rebecca S.
The Effects of Phonemic Awareness Instruction in First Grade on the Reading Scores of Rural Primary Students.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

percentile in 2000 was significantly lower than 1992; (3) in 2000, the percentage of fourth-grade students performing at or above the "basic" level was 63%, and performance at or above the "proficient" level was achieved by 32% of fourth graders; (4) female fourth graders had a higher average score than their male peers; (5) white and Asian/Pacific Islander students outperformed their black, Hispanic, and American Indian peers; (6) students in the Northeast and Central regions outperformed their counterparts in the Southeast and the West; (7) students in central city schools had a lower average score than their peers in urban fringe/large town and rural/small town locations; (8) students eligible for the free/reduced lunch program had a lower average score than students ineligible for that program; (9) students attending public schools had lower average scores than their peers attending nonpublic schools; (10) students who reported reading more pages daily in school and for homework had higher average scores than students reporting reading fewer pages daily; and (11) the average score for the nation was lower in the results that included the performance of students who needed and were provided with testing accommodations. (RS)

ED 447 475   CS 014 286

The Nation's Report Card: Fourth-Grade Reading, 2000. PowerPoint Slide Presentation .
PUB DATE- 01
NOTE- 55p.; For the full report, see CS 014 284. For the highlights of the report, see CS 014 285.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; Sex Differences; Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This 27-slide PowerPoint presentation presents the results of the 2000 NAEP (National Assessment of Educational Progress) fourth-grade reading assessment for the nation. It presents average scale scores, information on students reaching NAEP achievement levels, percentiles and reading performance, student subgroup findings, and home and school factors. Major findings are: (1) the reading performance of the nation's fourth graders remained relatively stable across assessment years; (2) significant changes were evident at the upper and lower ends of the performance distribution--higher performing students made progress, and the score at the 10th percentile in 2000 was significantly lower than 1992; (3) in 2000, the percentage of fourth-grade students performing at or above the "basic" level was 63%, and performance at or above the "proficient" level was achieved by 32% of fourth graders; (4) female fourth graders had a higher average score than their male peers; (5) white and Asian/Pacific Islander students outperformed their black, Hispanic, and American Indian peers; (6) students in the Northeast and Central regions outperformed their counterparts in the Southeast and the West; (7) students in central city schools had a lower average score than their peers in urban fringe/large town and rural/small town locations; (8) students eligible for the free/reduced lunch program had a lower average score than students ineligible for that program; (9) students attending public schools had lower average scores than their peers attending nonpublic schools; (10) students who reported reading more pages daily in school and for homework had higher

*Instructional Innovation; *Literacy; *National Standards; Qualitative Research; Student Improvement; *Teacher Role
IDENTIFIERS- *England; Explicit Instruction; *National Literacy Strategy (United Kingdom); Teaching Research

This paper considers changing practice in literacy teaching from a traditionally individualized approach where great emphasis was placed on adult child interaction to a more teacher-directed program. September 1998 saw the introduction of a National Literacy Strategy in England. For the first time the national government prescribed not only what was to be taught in literacy but how it was to be taught to all children ages 5 to 11. The Strategy provides a framework of pre-specified objectives for each semester's teaching in text, sentence, and word level work which is delivered via a structured hour-long session: the literacy hour. This calls for explicit teaching throughout, and involves whole class shared reading and writing (15 minutes); whole class structured grammar and phonics work (15 minutes); 20 minutes during which one or two groups work on guided reading or writing with the teacher while the rest of the class works independently; and a 10-minute whole class plenary. Initial test results show improvement in standards of literacy. The paper draws on data from case studies of teachers in the first 2 years of implementation of the literacy strategy and considers how the structure and management of lessons have changed but some teachers' interactions with children have changed little over this time. The study was conducted with 10 predominantly rural schools; data were collected in teacher interviews, standardized test results, classroom observations, work samples, planning documents, and a follow-up study. Contains 2 tables of data and 13 references. (HKA)

ED 447 496   CS 217 293

Van Sickle, Meta; Blake, Mary
A Civil Rights Issue? Vocabulary Development in Math and Science.
PUB DATE- 00
NOTE- 22p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; Case Studies; High Schools; Language Research; *Language Variation; Low Achievement; Mathematics Instruction; Science Instruction; Teaching Methods; Vocabulary Development
IDENTIFIERS- African Americans

This project was initiated in response to the science and mathematics language needs of Sea Island students who speak African-American dialects. Research has indicated that there appears to be a relationship between dialect diversity and academic success. In response, the program's goals were to identify students who exhibited dialect/language diversity; to document the characteristics of that diversity; and to implement teaching/learning strategies to enhance a student's ability to process information and communicate about it in a Western modern way. As a case study, it involved the constant comparison of language tapes and field notes, participant observation, and review of documents. Each of the sessions also included the implementation of instructional strategies designed to help students enhance their content learning and the ability to communicate about it. Documentation shows that the specific science and mathematics techniques helped students induced differences and to manage the conflicts for their positive effects. This approach embraces a positive attitude towards differences by creating a cultural synergy in which differing views are respected and accommodated, mutual trust and confidence built, common agendas shared, cultural borders crossed, and problems resolved. To achieve such a goal, cultural awareness, collaboration, reflection, inquiry, and multi-dimensional involvement are of critical importance to maximize the imported foreign expertise in English language teaching in China. Contains approximately 400 references, several unnumbered tables, and a figure of data. Appendixes contain consent forms, English and Chinese versions of questionnaires (including tabulations of data), cross tabulation of data, themes for interviews, and certifying documents. (Author/RS)

ED 447 515 CS 510 423

Stroud, Scott R.
Communication Ethics and Citizenship: Utilizing the "Bhagavad Gita" in Western Public Speaking Courses.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Citizenship Education; Class Activities; Classroom Techniques; *Ethics; Higher Education; Instructional Effectiveness; *Public Speaking; Textbook Selection
IDENTIFIERS- *Bhagavad Gita; *Communication Ethics; Educational Issues

Good citizens need good communication skills, and the task is left to departments of communication to give students the communicative skills they need to take part effectively in a participative democracy. This paper presents a short discussion of the pedagogical issue that is of supreme importance for the citizens of democracies--the issue of how to incorporate ethics into public speaking instruction. The paper argues that most western public speaking texts provide students with a typically goal-oriented western approach to public speaking ethics and recounts one educator's efforts to ameliorate this with the inclusion of the Hindu ethical work, the "Bhagavad Gita," into his public speaking courses. The paper initially explores an excellent and representative public speaking text by Beebe and Beebe (2000), paying particular attention to the portrayal of ethics within it. It then gives some general information on the narrative context in which the "Bhagavad Gita" finds itself. Finally, it discusses the uses that the "Bhagavad Gita" can be put to in regard to these typical portrayals of public speaking. The paper ends with some remarks on how to actually employ the text in a classroom setting. Appendixes contain an ethics assignment and in-class discussion questions. (Contains 21 references.) (HKA)

ED 447 516 CS 510 424

Stroud, Scott R.
Habermas and Debate Theory: A Putative Link between the Theory of Communicative Action and Traditional Resolutional Typologies.

World War" (Inger L. Stole); "The U.S. Military and War Correspondents in World War II: Roles and Relationships" (Alan Armitage); "The Creation of the 'Free' Press in Japanese American Internment Camps: The War Relocation Authority's Planning and Making of the Camp Newspaper Policy" (Takeya Mizuno); and "Chicago Newspaper Theater Critics of the Early 20th Century: Mediating Ibsen, the Syndicate and the Little Theaters" (Scott Fosdick). (RS)

ED 447 536   CS 510 453

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Magazine Division.
PUB DATE- 00
NOTE- 168p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Content Analysis; Higher Education; *Journalism Education; Olympic Games; *Periodicals; Photojournalism; Religious Factors; Science Education
IDENTIFIERS- Cold War; Literary Journalism; *Media Coverage; Sputnik

The Magazine Division section of the proceedings contains the following seven papers: "Farm Magazine Advertisers Turn Up the Heat: An Analysis of Ethical Pressures Faced by Farm Magazine Writers" (Stephen A. Banning and James Evans); "Framing a War: Photographic Coverage of the Kosovo War in Newsweek, Time, and U.S. News & World Report" (Nikolina Sajn, Kwangjun Heo and Sarah Merritt); "The Amazing Magazines of Hugo Gernsback" (Jonathan Thornton); "Hidden Under a Bushel: A Study of the Thriving World of Religious Magazines" (Ken Waters); "A Comparison of Magazine Summer Olympic Coverage by Gender and Race: A Content Analysis of 'Sports Illustrated'" (Jim Mack); "'Pearl Harbor of the Cold War': Coverage of Post-Sputnik Science Reforms in Four National Magazines" (Timothy E. Bajkiewicz); and "Lillian Ross: Pioneer of Literary Journalism" (James W. Tankard, Jr.). (RS)

ED 447 537   CS 510 454

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Advertising Division.
PUB DATE- 00
NOTE- 311p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Advertising; Agenda Setting; Audience Response; Blacks; Consumer Economics; Females; Health Education; Higher Education; Information Sources; Internet; Job Skills; *Journalism Education; *Marketing; *Mass Media Effects; Newspapers; Presidential Campaigns (United States); *Smoking; *Social Responsibility; World War II
IDENTIFIERS- Advertising Effectiveness; Breast Cancer; Communication Strategies; *Political Advertising

The Advertising Division section of the proceedings contains the following 14 papers: "The Effectiveness of Banner Advertisements: Involvement and Click-Through" (Chang-Hoan Cho and John D. Leckenby); "Messages of Hope: Developing Health served to sequence topics over a 3-year program calendar and provided the basis for assigning priority topics to one or more course offerings. A follow-up on these curriculum development efforts is reported using the choices of new, more diverse doctoral student groups in the second year of the program. New priorities for content emphasis, some changes in content/course relationships, and the need for new courses are suggested. Attachments provide a complete listing of all topics organized by program year, themes, and standards along with the revised forced-choice inventory used for the follow-up analysis of doctoral student perceptions. (Author/MLF)

ED 447 558   EA 030 686

Clewell, Beatriz Chu; Darke, Katherine; Davis-Googe, Thenoa; Forcier, Laurie; Manes, Sarah
Literature Review on Teacher Recruitment Programs.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Faculty Recruitment; *Federal Programs; Higher Education; *Literature Reviews; Program Descriptions; Program Effectiveness; Teacher Placement; *Teacher Recruitment; Teacher Selection
IDENTIFIERS- *Higher Education Act Title II

This literature review is part of a multiyear evaluation of the Higher Education Act's Title II programs to recruit teachers. It is intended to help the U.S. Department of Education focus on key research questions that provide the background for the evaluation, as well as supply a reference tool for administrators and grantees of these teacher-recruitment programs. The text is divided into eight chapters. Chapter 1 introduces the purpose, scope, and organization of the review and provides an overview of teacher supply and demand. Chapter 2 examines various aspects of teacher-recruitment programs, such as sources of newly hired teachers and teacher recruitment for higher education. Chapter 3 highlights state and local efforts in teacher recruitment, paying attention to intermediate and longer term outcomes. The next chapter discusses effective elements of state recruitment efforts and the roles played by leadership and partnership, support services, and teacher-induction practices. Chapter 5 offers a local perspective of teacher recruitment, which is followed by an analysis of effective elements of local recruitment programs. Chapter 7 highlights the implications for evaluation of recruitment programs, and chapter 8 describes ways to meet the need for teachers. Two appendices list Internet resources and outcome data and program effectiveness. (Contains 94 references.) (RJM)

ED 447 559   EA 030 687

Darlin, R. L.; Martinez, M.
Leadership and Change for the 21st Century: Preparing Educational Leaders To Foster Persistence and Achievement among Hispanic Students.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English

school development. The second of the series, this volume focuses on regulatory issues, such as special-education requirements, civil-rights regulations, federal and state laws and regulations, and requirements for parent involvement. The text is divided into four sections. Chapter one discusses civil-rights and the various issues surrounding this area of law. The chapter looks at specific equity challenges, such as selection of students, and general civil rights laws. The latter section examines the Civil Rights Act of 1964 and other legislative initiatives that address civil rights. Chapter two details various requirements in special education, offering suggestions for determining special-education eligibility, for ensuring compliance, and for accessing special-education funds. The next chapter discusses other federal regulations, such as the Equal Access Act and the Drug Free Workplace Act of 1988, and the various requirements of these laws. The last chapter dwells on state regulatory issues, such as legal status and waiver status and what must be done to comply with state laws. Each chapter features a set of "tools" that offer contact information, glossaries of terms, and other material to help found a charter school. (RJM)

ED 447 577   EA 030 731

Lay, Joyce
Charter Starters Leadership Training Workbook 3: Assessment and Accountability.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 75p.; For others in the Charter Starters series, see EA 030 729-733.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Assessment; Elementary Secondary Education; Leadership Training; Nontraditional Education; *Program Implementation; School Policy; Workbooks
IDENTIFIERS- Chartering Process

This workbook is part of a series devoted to all areas of charter-school development. The third of five workbooks, it focuses on assessment and accountability and examines such issues as academic accountability, fiscal accountability, public/parental accountability, rule compliance, assessment and evaluation, financial management, developing a business plan, and how to connect vision and mission with assessment and accountability. The text is divided into two sections. Chapter one looks at various aspects of accountability. It defines accountability, offers examples of accountability plans, discusses different types of accountability, and demonstrates how to create a culture of accountability. The next chapter explores program evaluation and student assessment and what is required in these areas of charter development. This section discusses the objective and purpose of evaluation; details different program-evaluation standards, such as utility, feasibility, propriety, and accuracy; and describes types of evaluation. It also outlines the steps for conducting an evaluation, for assessing students, for aligning standards, for selecting assessment tools, and for collecting and reporting performance data. Each chapter features a selection of "tools" that contain activities learning activities, and teacher buy-in. Each of these areas is examined separately, and suggestions are made for the data collection instruments, procedures, analyses, and interpretation of results appropriate for each outcomes. The process of conducting evaluations for continuous improvement should yield a diagnostic report that forms the basis for discussion with school staff, the principal, the school leadership team, and appropriate parents, community representatives, and district administrators. A case study demonstrates how the Memphis City School District, Tennessee, is measuring outcomes on a regular basis. A glossary explains terms that may be unfamiliar to users. (Contains 6 figures and 11 references.) (SLD)

ED 447 600 EA 030 775

Stellar Schools for a New Century: Every Child a Star.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Education; *Faculty Development; *School Restructuring; Technical Assistance; Urban Schools
IDENTIFIERS- *New American Schools; *Reform Efforts

In announcing the start of the work of New American Schools (NAS) in 1991, President George Bush offered the challenge of designing new schools for the year 2000 and beyond. In 2000, NAS remains committed to the mission of providing schools with the vision and tools they need to transform themselves based on exemplary models for comprehensive reform. The base of experience of the NAS programs demonstrates that comprehensive school reform models which integrate rigorous curriculum, high-quality professional development, meaningful parent and community involvement, and businesslike management principles can raise student achievement dramatically. Design teams from NAS offer professional development that is geared specifically to standards-rich content and the demands of comprehensive school improvement. NAS works with school districts to help schools find designs that fit their needs and circumstances. Because NAS provides valuable assistance to schools and school districts, states are increasingly asking their help in large-scale reform efforts. More than 2,100 schools across all 50 states are implementing NAS designs. Case studies of NAS efforts at the district level in Memphis, Tennessee, and at the state level in Maryland show how effective NAS work can be. An attachment contains "Design Team Snapshots." (SLD)

ED 447 601 EA 030 776

Ruderman, Marian N.; Ohlott, Patricia J.
Learning from Life: Turning Life's Lessons into Leadership Experience. An Ideas into Action Guidebook.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Characteristics; *Administrator

development, a list of technical assistance and dissemination networks, and a glossary. (Individual chapters contain references.) (DB)

ED 447 618   EC 308 107

Tien, Barbara
Effective Teaching Strategies for Successful Inclusion: A Focus on Down Syndrome. A Resource Guide for Educators and Parents.
PUB DATE- 99
NOTE- 112p.; Co-authors: Heather Armour, Claire Clelland, Kimberly Eckert, Meryle Lehn, Cindy Shyry, and Dianne Woodward. Sponsored by UPS and Downs Calgary Down Syndrome Association, Edmonton Down Syndrome Society, Down Syndrome Research Foundation, Manitoba Down Syndrome Society, and Down Syndrome Association of Toronto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Child Advocacy; Communication Skills; Community Programs; Computer Uses in Education; Curriculum Development; *Downs Syndrome; Elementary Secondary Education; *Inclusive Schools; Motor Development; Student Development; Student Evaluation; *Teaching Methods

This guide focuses on methods to teach students with Down Syndrome to maximize their inclusion in school and the community. Following an introductory section, the 10 chapters provide information and practical guidelines on the following topics: (1) acknowledging the label but teaching the student; (2) medical facts about Down Syndrome (e.g., associated health concerns); (3) interrelationships among cognition, behavior, and friendships; (4) communication skill development (e.g., barriers to communication development and the importance of speech-language therapy); (5) curriculum adaptation (e.g., attitudes, education assistant support, strategies); (6) assessment of students with Down Syndrome (e.g., types of assessment and the decision whether to retain or promote); (7) math and reading--life skills for independence (meaningful math and methods for teaching reading); (8) the motor foundation (gross motor, fine motor, self-help, and independence skills); (9) advocacy (parents as the most effective advocates and parent rights); and (10) computer learning (benefits and considerations). (Contains 110 references.) (DB)

ED 447 619   EC 308 108

Fouse, Beth
Creating a "Win-Win IEP" for Students with Autism: A How-To Manual for Parents and Educators. Second Edition.
PUB DATE- 99
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Behavior Change; Compliance (Legal); Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Individualized Education Programs; *Student Educational Objectives; Student Evaluation; *Student

Community College (HCC), in Raymond, Mississippi, to support students who are deaf and hard-of-hearing. Established in 1986 through a joint agreement with the Mississippi Department of Rehabilitation services, Division of Vocational Rehabilitation, the Deaf and Hard-of-Hearing program at HCC provides support services to these students so that they will have an equal opportunity to enter and succeed in the college's academic, technical, and vocational fields of study and to engage in campus activities. The report discusses the mission, goals and objectives of HCC, significant features of the Deaf and Hard-of-Hearing program, key factors that make the approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of HCC's approach. Characteristics that are manifested in all six of the profiled schools are also listed, and an accompanying CD-ROM describes the projects. (CR)

ED 447 637 EC 308 126

Gugerty, John, Ed.; Kinutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department, Lakeshore Technical College, Cleveland, WI.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 53p.; For related Wisconsin University disability documents, see EC 308 122-127. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Accessibility (for Disabled); Community Colleges; Educational Policy; Equal Education; Inservice Teacher Education; Institutional Characteristics; Language Minorities; Limited English Speaking; Policy Formation; *Professional Development; Program Design; *Severe Disabilities; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Lakeshore Technical College WI

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. In this volume, the approach used by Lakeshore Technical College (LTC), in Cleveland, Wisconsin, is described. LTC has established a Special Needs Instructional Support Department that promotes learner independence through matching accommodations to meet students' special needs while not compromising on program competencies. It educates both students and instructors in ways to accommodate special needs and persons having English as a second language to meet educational and employment goals for both initial and retraining skills. The report discusses the mission, goals and objectives of the Special Needs Instructional Support Department, significant features of the program, key factors that make this approach effective for students with significant disabilities, evaluation results demonstrating the effectiveness of LTC's approach, staff development, and funding of the program. Characteristics that are manifested in all six of the profiled schools are also listed, and an accompanying CD-ROM describes the projects. (CR)

ED 447 655 EC 308 144

Florida Course Descriptions: Exceptional Student Education, Grades 6-8, 1999 Revisions. Suggested Course Performance Objectives.
PUB DATE- 99
NOTE- 528p.; Funded under the Individuals with Disabilities Education Act (IDEA), Part B. Developed by the Standards and Curriculum for Students with Disabilities Project, through the Center for Performance Technology, Florida State University.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Basic Skills; Career Education; Competency Based Education; Course Descriptions; Curriculum Development; Daily Living Skills; *Disabilities; Enrichment Activities; Graduation Requirements; Intermediate Grades; Junior High Schools; *Secondary School Curriculum; *Special Education; *State Standards; *Student Educational Objectives; Vocational Education
IDENTIFIERS- *Florida

This document presents the full revised course descriptions for Florida exceptional student education in grades 6-8. Courses incorporate the Florida standards for a special diploma. Requirements include a list of related benchmarks from the state standards for each level of functioning: independent, supported, and participatory. Introductory material discusses changes, and explains the sections of each course description, provides a chart for determining levels of functioning, and explains the new course performance objectives. Each course description includes a course header with the subject area, course name and number, changes, and credits; major concepts/content; any special notes such as legal requirements about the intended student population; and course requirements. Courses are grouped into categories: (1) general academic (academic skills, advanced academics, developmental skills); (2) academic subject areas (language arts, reading, communications, mathematics, science, health, social studies, career education, and exploratory vocational); (3) special skills (social personal, unique skills, orientation and mobility, unique skills vision, and learning strategies); (4) miscellaneous (visual and performing arts, music, and physical education). (DB)

ED 447 656 EC 308 145

Testing Accommodations for Students with Disabilities.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; State Legislation; State Standards; Student Needs; *Testing Problems
IDENTIFIERS- *Florida; *Testing Accommodations (Disabilities)

Healthier Cleaning & Maintenance: Practices and Products for Schools.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Cleaning; Elementary Secondary Education; *Guidelines; Poisons; Public Schools; *Purchasing; *School Maintenance
IDENTIFIERS- Chemical Solutions; Indoor Air Quality

This paper helps all those concerned with keeping schools clean and properly maintained in adopting healthier cleaning and maintenance practices and promoting the purchase and use of environmentally preferable products which perform well and are cost effective. It explains how children are exposed to toxic chemicals in school cleaning and maintenance products, highlights the problem of indoor air pollution, and cautions about the lack of toxic testing on commercially used cleaning chemicals. A checklist for prevention of dirt and grime by anticipating people and their messes is detailed. Also discussed are tips on purchasing environmentally preferable cleaning products, including a checklist of human health and environmental considerations. Final sections cover vendor, price and performance considerations; and thoughts on how schools buy cleaning and maintenance products. Lists of helpful organizations and agencies and how-to guides are included. (GR)

ED 447 680 EF 005 805

Children, Learning, and Poisons Don't Mix: Kick the Pesticide Habit.
SPONS. AGENCY- W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Pesticides; *Public Schools
IDENTIFIERS- *Health Hazards; *Poison Prevention

This brochure examines basic information about pesticides and their use in and around schools, how children are exposed to pesticides and their health effects, and how a school can kick the habit of using pesticides. A special issues section covers the chemicals that should not be part of a school pest control effort, the restricted use of disinfectants, whether or not chemicals should be used to control head lice, issues involving active vs. inert ingredients in pesticides, and a cautionary note on pesticide product labeling. Final sections address the New York State laws concerning pesticides and provide a list of resources for more information and technical assistance. (GR)

ED 447 681 EF 005 806

Agron, Joe, Ed.; Anderson, Larry, Ed.
School Security, 2000.
PUB DATE- 00
NOTE- 25p.; A special supplement to "Access Control & Security

(Second Language); Foreign Countries; High School Students; High Schools; *Internet; Participant Observation; Questionnaires; Second Language Instruction; Second Language Learning; *Student Motivation; Teaching Methods
IDENTIFIERS- *Chat Rooms; Israel

Foreign language students experience added difficulty when they are isolated from native speakers and from the culture of the target language. It has been posited that MOO (Multi-User Domain Object Oriented) may help overcome the geographical isolation of these students. MOOs are Internet-based virtual worlds in which people from all over the real world meet for synchronous textual conversations and can interact with asynchronous textual objects found there. Students who enjoy a MOO site may identify with its virtual target language community and find integrative motivation that the literature suggests is necessary for advanced language acquisition. This study focused on the affective nature of MOO. An experimental group of high school English-as-a-foreign-language (EFL) students experienced 12 academic hours at a MOO site for EFL students. Using pretest and posttest questionnaires, participants indicated their anxiety about and motivations towards various EFL procedures and English class in general. Findings demonstrate that some significantly positive attitudes toward using MOOs as an EFL procedure, particularly for male students and those who felt proficient with computers. Nevertheless, the findings did not match the enthusiasm found in various position papers about MOO and EFL instruction. The experimental group gave significantly higher scores for relevance and expected success in regard to general EFL instruction. However, it gave MOO significantly lower scores in relevance satisfaction as an EFL procedure when compared to the overall averages of the 13 other EFL procedures. No other major significant differences were found. Numerous tables and figures are included, as well as 152 references and 7 appendices with all pretests, posttests, questionnaires, and other materials used in the research. (KFT)

ED 447 703   FL 026 479

Antrim, Nancy Mae
Beyond the Classroom: A Role for Linguistics in Community-Based Learning and Teaching.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Chicago, IL, January 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Community Education; Elementary Education; Elementary School Students; English (Second Language); Higher Education; Interviews; Language Attitudes; *Linguistics; Participant Observation; Questionnaires; Second Language Instruction; Second Language Learning; *Sociolinguistics; Student Research; *Teaching Methods
IDENTIFIERS- El Paso Independent School District TX

This paper explains how and why the author involved her undergraduate sociolinguistics students in doing field research in a local Texas elementary school. She notes that a continuing concern for linguistics education has been the viability of undergraduate linguistics programs. She agrees with other researchers and argues that one way to strengthen these programs is to involve undergraduates in making a direct contribution to the field through research. She advocates

IDENTIFIERS- Content Area Teaching; *United States

In an effort to inform foreign language teaching efforts in elementary and secondary schools in the United States, a small-scale, 3-month exploratory study was designed to collect information that would highlight what was most interesting and illuminating about foreign language education in various countries. Twenty-two educators from 19 countries responded to a series of questions about methodologies, strategies, and policies in their communities that could help improve language teaching in the United States. From their responses, specific policies and practices were identified that could inform American language education. These characteristics are described in this report. The following implications for American schools were drawn from the study results: start language education early; learn from other countries' successes and failures; conduct long-term research; push for stronger federal leadership in language teaching; identify how technology can improve language instruction; improve teacher education; develop appropriate language assessment instruments; designate foreign language as a core subject; and take advantage of the rich sociolinguistic context in the United States. It is apparent that Americans can learn a lot from other countries in this area. The entire language education profession could benefit from systematic international collaboration in language teaching efforts. Three appendices contain a review of selected comparative language studies, a list of countries and language educators contacted, and a cover letter and sample questions. (Contains 39 references.) (KFT)

ED 447 721 FL 026 523

What Elementary Teachers Need To Know about Language. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Digest summarizes a paper by Lily Wong Fillmore and Catherine Snow available at http://www.cal.org/ericcll.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; English; English (Second Language); *Knowledge Base for Teaching; Language Acquisition; *Linguistics; Literacy Education; *Oral Language; Second Language Learning; Spelling; *Teacher Education; *Written Language
IDENTIFIERS- ERIC Digests

Over the past decade, education reforms have raised the educational bar for all children in the United States--including newcomers. These reforms place tremendous pressures on children and teachers. In addition to mastering the content-area curriculum, children must become skilled users of language. They must be highly competent in reading and writing to pass the various assessments that constitute gateways for completing school, getting into college, and finding jobs. Teachers need a wealth of content and pedagogical knowledge to ensure that they are providing appropriate instruction to all students. Teachers also need a thorough understanding of educational linguistics--how language figures in education. This foundation would support teachers' practice overall, and in particular, it would help them teach literacy skills, especially to English language learners. If approached coherently, preparation in educational linguistics would cover differences among the percentages of recent graduates who were unemployed by field of study; and (5) females who majored in seven fields of study (business and management, public affairs and social services, biological sciences, mathematics and science, social sciences, humanities, and "other" majors) were more likely than males to work in the traditionally female occupations of administrative and clerical support. (KC)

ED 447 251 CE 078 858

Sherman, Renee; Condelli, Larry; Koloski, Judy
Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Research; *Focus Groups; *Literacy Education; *National Surveys; *Research Design
IDENTIFIERS- National Adult Literacy Survey (NCES); *National Assessment of Adult Literacy

The National Assessment of Adult Literacy (NAAL), which is being developed for administration in 2002, will determine the status of adult literacy in the United States and serve as a follow-up to the 1992 National Adult Literacy Survey. Three discussion groups consisting of a total of 23 literacy researchers, users of the 1992 survey, potential users of the 2002 survey, and other stakeholders were convened to obtain input on the NAAL's content and issues related to its development. A professional facilitator used a set of structured questions and probes to lead the discussions with each group. Several problems in using the data from the 1992 survey at the federal and state levels were noted. Suggestions for making the NAAL more meaningful than the 1992 survey were quite similar among the three groups. A major focus was on ensuring that the data would be useful at the state level even if states cannot conduct an individual survey. Suggestions for interpretation of the NAAL fall into four topical areas: use of subscales, broadness of levels, utilization of composite scores, and linkages between the 2002 assessment and other surveys. (Appended are a list of focus group participants and overview of the NAAL.) (MN)

ED 447 252 CE 080 289

Sharpe, Andrew
Apprenticeship in Canada: A Training System under Siege? Second Draft.
PUB DATE- 99
NOTE- 74p.; Prepared for the National Apprenticeship Committee of the Canadian Labour Force Development Board. The second draft is the final form of this document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; *Building Trades; Developed Nations; *Educational Trends; Employment Projections; Foreign Countries; *Futures (of Society); Labor Market; Postsecondary Education; *Program Effectiveness

Ed.
Proceedings of the Annual Midwest Research-to-Practice Conference in Adult Continuing, and Community Education (18th, St. Louis, Missouri, September 22-24, 1999).
PUB DATE- 99
NOTE- 331p.; Also co-sponsored by the University of Missouri, St. Louis, Continuing Education & Outreach.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Learning; *Adult Students; Basic Skills; Cognitive Style; Community Education; Computer Uses in Education; Continuing Education; Deafness; Distance Education; *Educational Improvement; *Educational Practices; *Educational Research; Extension Education; Informal Education; Internet; Jews; Labor Force Development; Learning Disabilities; *Lifelong Learning; Mentors; Multiple Intelligences; Music; Muslims; Partnerships in Education; Postsecondary Education; Professional Development; Refugees; Research Methodology; Research Reports; Spirituality; Teaching Methods; Theory Practice Relationship; Transformative Learning; Womens Education

This document contains the proceedings of a 1999 conference on adult, continuing, and community education held in St. Louis, Missouri. The following 39 papers are included: "Program Effectiveness Evaluation: Recertification and Job Upgrading for Adult Refugees" (Non-Native Speakers of English) (Adelman); "Rethinking the Linkages between Higher and Adult Education: Implications for Graduate Education" (Beach and Kovan); "Creating Effective Non-Profit Volunteer Training Programs by Utilizing Adult Education Principles" (Bengels); "Empowering Women for Development through Regionally Planned Community Education Strategies: A Southern African Perspective" (Braimoh and Lekoko); "Children of Abraham Sit Down Together To Learn: Initiating Interreligious Learning with Muslims and Jews" (Charaniya and Walsh); "Voices of Job Loss: From Disorienting Dilemma to Perspective Transformation" (Coleman-Hoeppel); "Experiences of Faculty Members Who Interact with Students in an Online Environment" (Conceicao-Runlee and Reilly); "'Goin' Down the Road': Learning at the Edge of Social Movements for Cultural and Ecological Sustainability" (Curry, Liao, Outlaw, and Woodhouse); "An Exploration of Electronic Discussion as an Adult Learning Strategy" (Daley); "Learning and Context: Connections in Continuing Professional Education" (Daley and Carlisson); "Context in the Contextualized Curriculum: Adult Life Worlds as Unitary or Multiplistic?" (Dirkx, Amey, and Haston); "An Examination of the Relevance of Doctoral Study to University Continuing Education Practitioners in the USA" (Donaldson, Bailey, Russell, and Pearce); "Learning Styles" (Droegemueller); "Multiple Intelligences and Adult Learning" (Ferro); "Improving the Reading and Writing Skills of Deaf Adult Learners" (Flynn and Davis); "On a Collision Course: Distance Education and Team Leadership Skills" (Frantz); "Mentoring and Women's Adult Development: Implications for Female Faculty" (Gibson); "Federalization of Adult Education in Oklahoma under Governor 'Alfalfa' Bill Murray, 1933-1941" (Ice and Nolan); "The Impact of the Internet on Research-to-Practice in Adult, Continuing, Extension, and Community Education" (Isenberg and Titus); "'Dance to Learn': Reaffirmation of Cultural Rituals in Instructing Adult Learners in Formal Settings" (Kamau, Kassinger, and Jefferson); "Professionals' Workplace Devaluation" (Klunk); "Symbolic Representations as Mediators for Meaning Construction: An Exploration of underpinning theorizations of individuality, namely, the notion of the "discursive construction of subjectivity" that draws on the work of various poststructuralist thinkers and Judith Baker's notion of the "performative." The following aspects of global culture were considered: (1) the prevalence of "liquid" metaphors, the metaphor of the net as in "network," and the metaphor of space as in "cyberspace" in current discourses of globalization; (2) the conflicting views of globalization as imperialist and democratic; (3) the conflicting visions of individuals operating on the Internet as active and passive; and (4) the conflicting visions of individuals accessing the Internet as isolated and connected. Imagination was characterized as a function of the mind that is transformative and driven by some inadequacy in reality. The implications of these aspects of individuality, global culture, and imagination for adult learning were explored. It was concluded that, in a culture that is changing as rapidly as the present global culture, a curriculum promoting imagination and creativity is needed so that students can feel themselves in control of the change and so that the change can be purposeful. (MN)

ED 447 286   CE 080 920

Newton, Jethro
Strategic Management of Quality and the Challenge of the New Millennium: Prospects for Managing the Tension between Accountability and Improvement in Further and Higher Education.
PUB DATE- 00
NOTE- 29p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Administrator Attitudes; Adult Education; *Adult Learning; Business Education; Case Studies; Change Strategies; Corporate Education; Definitions; Delivery Systems; Education Work Relationship; Educational Administration; Educational Change; Educational Environment; *Educational Improvement; Educational Needs; *Educational Quality; Educational Technology; Foreign Countries; Leadership; Literature Reviews; Needs Assessment; Organizational Climate; Policy Formation; Position Papers; Postsecondary Education; Program Development; Program Implementation; Quality Control; Systems Approach; *Technical Institutes; Technological Advancement; *Universities
IDENTIFIERS- Global Economy; National Development; *Wales

The prospects for managing the tension between accountability and improvement in further and higher education (FHE) were examined through a literature review and a 5-year ethnographic study of a change management project at a higher education college in Wales. Special attention was paid to the following challenges facing FHE: globalization; the impact of new technologies; and the rise of the corporate curriculum. The following lessons for change management and management practice were offered: (1) there is a difference between the planned outcomes of policy and those that emerge through implementation; (2) quality management becomes preoccupied with accountability; (3) there is no blueprint for quality management, and what is achievable should not be viewed from the standpoint of a "blank sheet";

Interaction.
PUB DATE- 00
NOTE- 23p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Active Learning; Adult Education; *Computer Literacy; *Information Literacy; Information Management; Information Needs; Information Networks; Information Policy; Information Systems; *Information Transfer; Information Utilization; *Interpersonal Relationship; *Lifelong Learning; Motivation; Organizational Development; *Teacher Student Relationship
IDENTIFIERS- Collaborative Learning; *Distributed Cognition; Information Society

Based on the fact that the individual human mind is limited, conceptual frameworks and innovative systems in support of social interaction are a necessity rather than a luxury for the future information society. Conceptual frameworks need to be grounded in distributed cognition. Because "a group has no head," collaboratively constructed and evolved information repositories are of critical importance to support shared understanding, negotiation, critiquing, and organizational learning. Derived from this conceptual framework, requirements for computational environments supporting social interactions are identified. Specific environments (for example, domain-oriented design environments and organizational memories) illustrate the challenges of creating open, evolvable systems and of contextualizing information. These implications for social interaction are derived from the conceptual framework and the systems and include the need to allow users to be designers and active contributors, the importance of understanding the social and motivational issues, and the new conceptualizations of the World Wide Web. (Appendixes include a selected glossary and list of 27 references.) (YLB)

ED 447 383 CE 080 937

Pickles, T. Anthony
Encouraging Students To Acquire Key Skills and Manage Their Own Learning.
PUB DATE- 00
NOTE- 13p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Developed Nations; *Employment Potential; *Extracurricular Activities; Foreign Countries; *Higher Education; Individual Development; Job Skills; *Lifelong Learning; Needs Assessment; Part Time Employment; *Portfolios (Background Materials); Skill Development; Staff Development; Student Employment; *Student Unions
IDENTIFIERS- *United Kingdom

are among the 63 policy recommendations listed in Chapter 13: (1) make increasing older adults' participation in education and training a policy priority; (2) ensure that local education authorities prepare lifelong learning development plans that take account of older people's unique learning needs; (3) promote distance learning as a primary means of access for older people; and (4) increase learning opportunities at work. Nineteen tables/figures and a list of abbreviations are included. Eleven tables/figures containing additional statistics, acknowledgments, and a list of advisory group members are appended. The bibliography contains 166 references. (MN)

ED 447 320   CE 080 965

Tuckett, Alan; Sargant, Naomi
Marking Time: The NIACE Survey on Adult Participation in Learning, 1999.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Age Differences; *Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Counseling; Educational Objectives; *Enrollment Trends; Foreign Countries; Geographic Location; Information Sources; National Surveys; Part Time Employment; Participation; Postsecondary Education; *Predictor Variables; Sex Differences; Social Class; *Student Characteristics; Tables (Data); Trend Analysis
IDENTIFIERS- *United Kingdom

Adult participation in education in the United Kingdom in 1999 was examined in a survey during which a sample of 5,054 adults over the age of 17 (2,366 men and 2,688 women) throughout the United Kingdom were interviewed. The following were among the major findings: (1) 23% of adults enrolled in courses were taking computer courses; (2) the rate of participation in education among retired persons decreased from 20% in 1996 to 16% in 1999; (3) the rate of participation among part-time workers increased from 19% to 29% in the same 3 years; (4) the rate of adult participation in education in Wales is 28% (versus the national average of 22%); (5) of all areas of the United Kingdom, Northern Ireland has the lowest rate of adult participation; (6) social class, age, and length of initial education all continue to have powerful effects on adults' participation in education, with older people being less likely to participate than their younger counterparts; and (7) 76% of those interviewed said that they will likely take another course, whereas 87% of those who have not participated in education since leaving school say that they are unlikely to do so in the future. Twelve tables/figures are included. (MN)

ED 447 321   CE 080 966

Chadwick, Alan, Ed.; Stannett, Annette, Ed.
Museums and Adults Learning: Perspectives from Europe.
PUB DATE- 00
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Andragogy; Case Studies; Community Education; Cultural Centers;

provided services to displaced homemakers in rural areas or to special populations; the HECB sponsored eight outreach workshops in counties that had no other services specifically targeted to displaced homemakers; and HECB sponsored technical training and professional development opportunities for service providers and members of the statewide advisory committee. As a result of these activities, 49,079 displaced homemakers were served in these ways: 46,299 received Information and Referral Services; 11,946 received Support Services; 1,687 received Intensive Instructional Services; and 1,093 who participated in Intensive Instructional Services found employment or enrolled in an education or training program. In the 21st century, the DHP will be challenged to serve displaced homemakers on welfare, serve diverse cultures, expand services, build a more diverse statewide advisory committee, and partner with Workforce Investment Act initiatives. (YLB)

ED 447 338   CE 080 968

E-Commerce Marketing State Competency Profile.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Articulation (Education); Associate Degrees; Business Administration; Business Communication; *Competence; *Computer Mediated Communication; Computer Oriented Programs; Computer Security; Distributive Education; Economics; Entrepreneurship; High Schools; Information Technology; Internet; *Job Skills; *Marketing; Postsecondary Education; Programming; Publicity; State Curriculum Guides; State Programs; *Tech Prep; Technical Occupations
IDENTIFIERS- Data Mining; Data Warehousing; *Electronic Commerce; Ohio

This profile provides the curricular framework for Ohio Tech Prep programs in e-commerce marketing beginning in high school and continuing through the end of the associate degree. It includes a comprehensive set of e-commerce marketing competencies that reflect job opportunities and skills required for e-commerce marketing professionals today and in the future. Introductory materials include an occupational area definition; key to profile codes; and state competency profile matrix. Competencies are divided into 31 units. This information is provided for each competency: whether business, industry, and labor determine the competency to be essential or recommended; grade level(s) at which technical educators feel the competency should be introduced, reinforced, or proficient; the competency number and statement; and list of competency builders. Units are e-commerce basics; marketing and business basics; economic concepts and international business; information technology basics; computer applications; Internet; programming; networking; information security; graphic design basics; digital media design; Web page design; personalization; electronic payment systems; promotion; consumer behavior; branding; integrated business systems; supply chain management; pricing; product management; customer relationship management; market research; data mining; data warehousing; marketing management; business management and entrepreneurship; financial management functions; e-commerce/business law, ethics, and legal issues; writing and documentation for marketing; and directions for further research. The review confirmed the embryonic nature of online delivery in Australia's VET and TAFE sectors. However, the evidence suggests that online delivery will begin to mature once innovators begin developing realistic, pedagogical and commercial models. Although significant online activities are evident in all of Australia's states and territories, online delivery in the VET sector has yet to become a mainstream activity. Publications on designing, developing, and evaluating online learning environments are lacking, as is information about learners' experience and needs in the online mode. Although many institutions have begun developing mechanisms for preparing and supporting online learners and have published policies on online delivery of education and training, few have taken the next step of formalizing their approaches to online delivery. (The bibliography lists 65 references. A list of nine organizational sources and the interview protocol are appended.) (MN)

ED 447 355 CE 081 023

Purcell-Gates, Victoria; Degener, Sophie; Jacobson, Erik; Soler, Marta
Affecting Change in Literacy Practices of Adult Learners: Impact of Two Dimensions of Instruction. NCSALL Report No. 17.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Behavior Change; Classroom Techniques; *Cooperation; Educational Research; Item Response Theory; Life Events; *Literacy Education; Methods Research; Questionnaires; Reader Text Relationship; Reading Habits; Reading Instruction; Reading Skills; Relevance (Education); *Student Participation; *Teacher Student Relationship; Teaching Methods; Triangulation; Writing Skills
IDENTIFIERS- *Authentic Learning; *Authentic Materials; Hierarchical Linear Modeling

A study investigated relationships between two instructional dimensions and change in the literacy practices of adult literacy students: degree of authenticity of activities and texts in class and degree of teacher/student collaboration. Data on class activities and texts and degree of student influence on them were triangulated from teacher questionnaire, class observation, and group-student interview. Data on change in adult students' literacy practices were collected from adult literacy students by a questionnaire administered to students in their homes every 3 months for up to a year and analyzed using Hierarchical Linear Modeling. Questionnaire responses were placed on a common scale using Item Response Theory from which a change score was derived. Analysis results based on 157 students in 77 adult literacy classes revealed authenticity had a moderate effect on change in student literacy practices, shown as increased frequency of reading and writing and/or types of texts read and written. Analysis of literacy engagement and change scales revealed that the increases in types of texts involved reading and writing more texts at higher levels of discourse. Degree of collaboration had no effect on literacy practice. Qualitative analysis of student comments on the questionnaire showed they reported life changes--changes in employment, changes emanating from learning to read children's literature from the 1950s to the 1990s. Five sample books from each era were randomly selected from the collection of children's literature books from one major university, two colleges, and three public libraries, and each book was examined for content and illustrations. Data on how the family was portrayed were compared to establish trends. The results indicate that over this period of time, the family has moved from a traditional lifestyle to a variety of lifestyles. The types of families portrayed in the literature include divorce or single parent homes, blended families, ethnic families, same-sex families, and extended families. Some issues families are facing include AIDS (cause and effect), inner-city housing, and death of a family member or friend. Educators and parents should be aware of the trends of how families are being portrayed and the emotional repercussions this may have on children. With this awareness they can help children understand their changing environments. (Contains 36 references.) (JDM)

ED 447 376   CG 030 475

Hesn, Rima Aboul
A Pre-Referral System That Defines, Identifies, and Allows for Documenting Interventions for At-Risk Students.
PUB DATE- 99
NOTE- 63p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *At Risk Persons; Early Identification; Elementary Education; *Elementary School Students; Elementary School Teachers; *Evaluation; Inservice Teacher Education; Practicums; *Special Education

This paper describes a practicum designed to create a system that would help both counselors and teachers in the process of defining and identifying at-risk students and documenting interventions used with them before referring them for special education assessment. An inservice explaining the process was designed and presented to teachers. Teachers were given time to discuss their at-risk students and deal with the issues involved in the process. Two outcomes were projected for the project: (1) teachers would be able to define at-risk students and state at least 12 characteristics about their behavior; and (2) teachers would document interventions, strategies, and techniques they have used with these students. The results of this process were positive. Analysis of data indicated that teachers were successful in identifying at-risk students following the guidelines and were able to document interventions involving parents and grade level teachers. (Contains 8 appendixes and 27 references.) (JDM)

ED 447 377   CG 030 476

Monk, Gerald; Winslade, John
The Use of Reflecting Teams in Counselor Education and Supervision.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Association for Counselor Education and Supervision (Los Gatos, CA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Depression (Psychology); Emotional Problems; *Hospitalized
  Children; Psychiatric Hospitals; *Psychopathology; *Violence
IDENTIFIERS- Traumas; Victimization

Recent research has indicated that adolescents are particularly prone to witnessing, perpetrating, and being victimized by violence. Research has also suggested that depression may be a risk factor for aggression in adolescents. This document presents preliminary results from a study evaluating the relationship among violence exposure, aggressive behavior, and psychopathology in youth. It hypothesizes that depressed inpatient youth will demonstrate higher levels of aggression than nondepressed inpatient youth. It also hypothesizes that depression and exposure to violence will contribute significantly to the prediction of aggressive behavior. Participants (n=120) in the study were inpatients at a children's and adolescents' psychiatric hospital and ranged in age from 13-17. Results support the hypothesis that exposure to violence predicts aggressive behavior scores in adolescents with psychiatric disturbances. Results also suggest that exposure to traumatic violence and to indirect violence is the strongest predictor of aggression in the sample, whereas abuse experiences were not. This indicates that exposure to both severe and less severe forms of violence is associated with an increased risk for aggressive behavior in youth with psychiatric disturbances. Contrary to the hypothesis, depression did not contribute significantly to the prediction of aggressive behavior. (Contains 2 tables and 10 references.) (JDM)

ED 447 397   CG 030 529

Bahr, Michael W.
Faculty Perspectives on Building a Diverse, Inclusive School
  Psychology Program.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the
  American Psychological Association (108th, Washington, DC,
  August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cooperation; Cultural Pluralism;
  Departments; *Diversity (Institutional); *Diversity (Student);
  Educational Objectives; *Faculty; Faculty College Relationship;
  Higher Education; *Program Development; Student Attitudes
IDENTIFIERS- *Indiana State University

This paper examines the increased emphasis placed on multicultural diversity in the School Psychology Program at Indiana State University. Two assumptions were made about the prominent role diversity is assuming at the university. First, the program is one of several subsystems that is emphasizing diversity in the university community. Thus, this assumption is one of timing and is identified as subsystem concurrence. The second assumption is that change agents must assert themselves to initiate an increased emphasis on diversity, and this responsibility rests with faculty, staff, and students in the program. Neither subsystem concurrence nor the presence of change agents has been a sufficient condition alone to promote meaningful programmatic change. Rather, both have been necessary conditions to enhance diversity in the program. The faculty and staff were surveyed for their opinions on program improvements. Suggestions include: (1) remind program organizers that building a program requires dialogue; (2)

Classroom situations) (055),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Performance Based Assessment; Reading Achievement; *Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Student Evaluation; *Testing; Writing Achievement; Writing Difficulties

This book shows how teachers and specialists can be better informed about students' reading and writing abilities by observing students engaged in the processes of reading and writing than by administering isolated tests. The book demonstrates where traditional approaches to assessment fail and how to better help struggling students. Each chapter ends with a formal written report on a particular child struggling to read, which demonstrates the points set out in the book. Chapter 1, "You Never Asked Me to Read," discusses the useful assessment of reading problems based on actual texts, not standardized tests. Chapter 2, "What Reading Teachers Can Add to the Record," shows how factors typically ignored in testing can be addressed by authentic assessment. Chapter 3, "Reading the Files," explains how to read reports of testing and anecdotal evidence generally included in student records, learning how to interpret what students are asked to do on tests and in class in terms of how language is processed. Chapter 4, "Interviewing the Others," shows that parents and school colleagues have valuable information about a student's reading and writing that is often ignored. Observing classroom activity as a source of data for assessing children is the focus of chapter 5, "Observing the Class." Chapter 6, "Selecting the Tasks," explains how to design assessment for each child based on the principles of language functioning. Chapter 7, "Recommending Instruction," focuses on recommending or redesigning instruction. It warns against solving problems with packages; but rather, explains how to plan realistic instruction, within existing school structures, based on the principles of language learning. Mileidis Gort, author of chapter 8, "Assessing Culturally and Linguistically Diverse Students' Literacy," describes the relationship between what a reader knows about his or her first language and how he or she needs to learn a second. Chapter 9, "Where Are They Now?" is devoted to catching up with the children whose case reports are central to the book, and shows how useful assessment of reading and writing has helped families, schools, and the children themselves change. Three appendixes outline instructional methods mentioned, describe tests used in case reports, and describe natural or authentic measures of reading and writing. Contains approximately 138 references. (SR)

ED 447 418 CS 014 112

Reading: What Policymakers Need To Know.
SPONS. AGENCY- EXXON Education Foundation, New York, NY.; ARCO Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Instructional Effectiveness; Politics of Education; Reading Achievement; *Reading Instruction; Reading Processes; Reading Research; *State Government; State Programs; *State School District Relationship

Disabilities; Limited English Speaking; Program Content;
  Program Descriptions; *Reading Instruction; *Reading Programs;
  Reading Research; *Remedial Reading; Special Education;
  *Spelling Instruction

This paper provides an overview of the Wilson Reading System, which teaches students word structure and language through a carefully sequenced, 12-step system that helps them master decoding and spelling. The program targets the needs of students at all levels (K-12), specifically students with language learning disabilities such as dyslexia; students who have been unsuccessful with other reading programs; or those who still have gaps in their coding and/or spelling abilities. The program also works with students who are able to speak and understand, but not read or write English. The system can be used for one-to-one tutoring or in small groups. Materials feature two separate vocabulary levels. The Wilson Reading System has been implemented in 713 school districts nationwide in a number of educational settings, such as public school special education classes, private schools geared toward students with dyslexia, clinics offering reading remediation, and adult literacy programs. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 448   CS 014 137

Report of the NEA Task Force on Reading, 2000.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Educational Practices;
  Elementary Secondary Education; *Literacy; *Reading
  Instruction; *Reading Processes; Teacher Role
IDENTIFIERS- Educational Issues; National Education Association

The National Education Association (NEA) is committed to high achievement for all students and recognizes that the United States has far too many students who read but do not read well enough to meet the high standards set for students or to function in the world. Debates about the best way to teach reading are not new, but the intense politicization of reading instruction is a relatively new development. This report consists of a comprehensive set of guidelines, based on both research and promising practice, aimed at helping NEA members as they plan instruction, select programs and materials, and influence state and local policy related to reading. The task force which developed the report are all outstanding teachers who have received recognition for their expertise and commitment. After a preface, the report contains the following sections: Reading from the Perspective of Expert Teachers; Guidelines for Effective Reading Instruction; and Action and Policy Recommendations. The first appendix contains a synthesis of the initial task force discussions, and considerations based on the knowledge of expert teachers and supported by research. The second appendix contains excerpts from "Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success" published in 1996 by the NEA Foundation for the Improvement of Education. (Contains 58 references.) (NKA)

ED 447 461   CS 014 138

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 1; Grade 2; *Instructional Effectiveness; Primary Education; Reading Ability; *Reading Achievement; *Reading Instruction; Reading Research; *Reading Tests; Rural Education; *Scores
IDENTIFIERS- Arkansas; *Phonemic Awareness

A study investigated the effect of phonemic awareness instruction on the reading ability of first and second grade students. Participants were 100 second graders who had been in 5 first grades at Westside Elementary in Searcy, Arkansas. Using a posttest only control group design and a t test for independent samples, it was found that second grade students (n=42) who received a color-differentiated, rhythmic program of phonemic awareness and orthographic pattern instruction followed by a literature-based reading program in first grade scored significantly higher on the second grade SAT-9 reading test than students (n=58) who were instructed with a traditional basal reader program in first and second grades. Findings suggest that the phonemic awareness instruction was effective in improving the reading scores of the participating students. (Contains a table of data and 16 references.) (Author/NKA)

ED 447 461 CS 014 161

Risko, Victoria J., Ed.; Bromley, Karen, Ed.
Collaboration for Diverse Learners: Viewpoints and Practices.
PUB DATE- 01
NOTE- 436p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperative Planning; *Cultural Differences; Elementary Education; *Literacy; *Participative Decision Making; *Teacher Collaboration; *Team Teaching
IDENTIFIERS- Cooperative Elementary Schools; Curriculum Theories

This book suggests that a solution to schools' lack of comprehensive literacy programs may be found through innovations in collaborative decision making about curriculum and instruction. It provides analyses of collaborative efforts, multiple ways to think about collaboration and its implementation, and examples of collaborative projects. After an introduction, section 1, Ways to Think About Collaboration contains 6 chapters: (1) "New Visions of Collaboration" (Victoria J. Risko and Karen Bromley); (2) "Getting Started With Collaboration" (Marjorie Montague and Cynthia Warger); (3) "Collaboration in the Schools: A Theoretical and Practical View" (Barbara J. Walker, Ronald J. Scherry, and Christine Gransbery); (4) "Co-Teaching: It Takes More Than ESP" (Jeanne Shay Schumm, Marie Tejero Hughes, and Maria Elena Arguelles); (5) "Collaboration as Deliberate Curriculum Decision Making" (Marleen C. Pugach and Mary Ann Fitzgerald); and (6) "'Title I Bought That Coffee Pot!' Family Literacy Professionals Learn to Collaborate" (Nancy D. Padak, Connie Sapin, and Connie Spencer Ackerman). Section 2, Multiple Pathways to Collaboration, contains 14 chapters: (7) "Collaboration in a First-Grade Classroom: Shared Inquiry Supports Divers Learners' Literacy Development" (Jacqueline K. Peck); (8) "Collaborative Learning Strategies in Diverse Classrooms" (Patricia Douville and Karen D. Wood); (9) "Expanding Collaborative Roles of Reading Specialists: Developing an Intermediate Reading Support Program" (Donna Ogle and Ellen Fogelberg); (10) "Developing Successful Collaborative Literacy Teams: A Case Study" (Carol A. Lyons); (11) "Educational Teams for Students With Diverse Needs: Structures to Promote Collaboration and Impact" (Beverly average scores than students reporting reading fewer pages daily; and (11) the average score for the nation was lower in the results that included the performance of students who needed and were provided with testing accommodations. (RS)

ED 447 476   CS 216 797

Madrigal, Patricia; Cubillas, Camille; Yaden, David B., Jr.; Tam, Anamarie; Brassell, Danny
Creating a Book Loan Program for Inner-City Latino Families. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Libraries; *Hispanic Americans; *Inner City; *Library Circulation; Low Income; Parent Attitudes; *Parent Participation; Preschool Children; Preschool Education; Program Effectiveness; Reading Attitudes; *Reading Habits; Reading Material Selection; Reading Research
IDENTIFIERS- *Latinos; Reading Behavior

This report describes the design, implementation, and impact of a book loan program in an inner-city preschool where books were freely and easily available to low-income primarily Spanish-speaking families, most of whom are recent immigrants. Data collected included check-out frequency, book titles, student participation, and field notes of the interactions between project staff and families during book check-out. In one year, book check-out increased from an average of 1.5 to 16 books per day, with 78% of eligible children checking out books. Six of the eight most popular books are Spanish titles. Questionnaires and field notes indicated that immigrant parents typically place a high value on books. Large turnouts (100 parents) at the two parent receptions/reading demonstrations were concrete evidence of parents' commitment to supporting their children's learning. Findings suggest that the program's success can be attributed to accessibility and the content of the literacy materials (books on culturally appropriate topics and in Spanish). Contains 53 references, 1 table and 6 figures of data; appendixes contain a preliminary assessment tool and book loan program parent responses. (Author/RS)

ED 447 477   CS 216 798

Lomangino, Adrienne Gelpi; Nicholson, Julie; Sulzby, Elizabeth
The Nature of Children's Interactions while Composing Together on Computers. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computers; Grade 1; *Interpersonal Relationship; Primary Education; Social Behavior; *Social Influences; *Word Processing; *Writing Instruction; *Writing Processes; Writing Research

Patterns of interaction, including power relations and social goals, were investigated by observing first-grade children over a 5-month period as they worked in small groups to compose to recognize the need to use precision via explicit and highly descriptive words when communicating with non-island speakers. In general, outcomes indicate that the issues of dialect diversity and its impact on the communication of intuitive knowledge need to be recognized and acknowledged by both dialect and non-dialect speakers. (Contains 82 references and a figure.) (Author/RS)

ED 447 497 CS 217 303

Burk, Nanci M.
Empowering At-Risk Students: Storytelling as a Pedagogical Tool.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Diversity (Student); *High Risk Students; Higher Education; *Interpersonal Communication; *Story Telling; *Student Empowerment
IDENTIFIERS- Communication Context; Learning Environments; Personal Experiences

Due to the fact that college classrooms are increasingly culturally diverse, the challenge for instructors is to foster a learning environment in which students gain a more focused sense of identity and achieve academic success. Through the use of stories in the communication classroom, at-risk students from diverse backgrounds can recognize the value and significance of personal experience in their lives. The use of storytelling has the potential to facilitate understanding of communication concepts in applicable, everyday contexts. This potentially empowering instructional tool promotes the creation of a "shared experience in the classroom" with peers and the professor (Hogg, 1995). Experiential pedagogical tools, such as storytelling, may help students develop the trust in themselves and in others through classroom interaction. By sharing stories, students may realize the relevance, validity, and efficacy of their cultural heritages and learning abilities, regardless of cultural differences. More research needs to be completed to illustrate how stories shared by students from diverse cultures can be more effectively evaluated. (Contains 33 references.) (HKA)

ED 447 498 CS 217 304

Keiffer-Barone, Susan; Mulvaney, Caroline; Hillman, Constance; Parker, Miriam
Toward a Professional Development Community: A Descriptive Study of the Experiences of National Board Candidates.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Cincinnati, OH, March 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; English; *Faculty Development; Interviews; *Language Arts; Magnet Schools; Mentors; *National Teacher Certification;

PUB DATE- 99
NOTE- 11p.; Paper presented at the National Communication Association/American Forensics Association Conference on Argumentation (Alta, UT, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Debate; Higher Education; *Speech Acts
IDENTIFIERS- Debate Theory; *Habermas (Jurgen); Theoretical Orientation

Academic debate has often been criticized as being "artificial" and "elitist" due to its highly structured format and the specialized skills it often requires. While countless argumentation scholars have advanced reasons why academic debate is pertinent to a comprehensive education, a different source of justification for resolutional theory can be found in the form of Jurgen Habermas's theory of communicative action (1984). This theory postulates that communicative speech acts are aimed toward reaching understanding and consensus; in the everyday use of language, humans use speech acts to relate to the world of "facts," to the world of norms and values, and to the inner "world" of human experience. This paper provides some preliminary reflections on how Habermas's theory of communicative action can justify the traditional resolutional typology of academic debate. Initially, the paper examines Habermas's theory of communicative action. Then, it proceeds to "traditional" resolutional phrasing and theory and applies Habermas's theory to the "traditional" resolutional typology. Finally, the paper concludes by reflecting upon the heuristic and pedagogical advantages of this foundation for resolutional typologies. It contends that debate and argumentation pedagogy can be enhanced, both internally and perceptually, if this link between Habermas's theory of communicative action and resolutional typologies is further developed. (Contains 16 references.) (NKA)

ED 447 517   CS 510 425

Schamber, Jon F.; Stroud, Scott R.
Mystical Anti-Semitism and the Christian Identity Movement: A Narrative Criticism of Dan Gayman's "The Two Seeds of Genesis 3:15."
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anti Semitism; Audience Awareness; *Beliefs; *Christianity; Ethnic Bias; *Jews; Mysticism; *Persuasive Discourse; Rhetorical Criticism
IDENTIFIERS- Evangelical Christians; Historical Background; Narrative Text; Religious Publications; *Rhetorical Strategies

The Christian Identity movement is a religious movement derived from the premise that the white race is the offspring of the lost tribes of Israel and that whites, not Jews, are God's chosen people. The "seedline doctrine," which is taught by Pastor Dan Gayman, a former high school principal, and other preachers of the Christian Identity movement, argues that the

Campaigns that Address Misperceptions of Breast Cancer Held by Women of Color" (Cynthia M. Frisby); "Advertising and the Consumer's Hunt for Information: Traditional and Internet Sources" (Catherine Ilse Pfeifer); "Presidential Primary 2000 Videocassettes: A Framing Study" (John Parmelee); "Influence of Cigarette Promotion on Juvenile Susceptibility to Smoking: A Path Analysis" (Hye-ryeon Lee, Kristie A. Taylor and Stacey Nofziger); "Smoking in the News: Intermedia Agenda-Setting and the Anti-Tobacco Advertising Campaign" (Stacie Lee Greene); "What the Real World Really Wants: An Analysis of Advertising Employment Ads" (Sally J. McMillan, Kim Bartel Sheehan, Brandt Heinemann and Charles Frazer); "Effective Communication of Brand Extensions" (Jooyoung Kim); "J. Peterman and 'Seinfeld': Why a Promotional Success Was a Marketing Failure" (Richard D. Parker and James A. Karrh); "Slinging Mud: The Effectiveness of Attack and Response in Negative Political Advertising" (Sung Wook Shim); "Underwriting the War Effort: The Advertising Council Organizes the Advertising Industry, 1942-1945" (Inger L. Stole); "The Effectiveness of Comparative Advertising among Koreans: Is It Effective to Increase the Intensity of Comparison over Time?" (Jang-Sun Hwang and Mariea Grubbs Hoy); and "The Effects of Ethnic Identification on Multicultural Adolescents' Evaluations of Ads" (Osei Appiah). (RS)

ED 447 538   CS 510 455

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Communication Technology and Policy Division.
PUB DATE- 00
NOTE- 400p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Communication Research; *Communications; Fair Use (Copyrights); Foreign Countries; Freedom of Speech; Higher Education; Intercultural Communication; Internet; Investment; *Journalism Education; *Mass Media; Police; Policy Analysis; *Policy Formation; Pornography; *Public Policy; Use Studies; World Wide Web
IDENTIFIERS- Interactive Systems

The Communication Technology and Policy Division section of the proceedings contains the following 13 papers: "Reconceptualizing the Public Sphere: The Differential Role of Media Systems In Enabling Political Elites to set the Public Agenda" (Johnette Hawkins McCrery and John E. Newhagen); "Realizing the Potential Marketplace of Ideas: Utilizing the First Amendment to Advance Universal Service & Access to the Internet" (Justin Brown); "New Hope or Old Power: New Communication, Pornography and the Internet" (Don Heider and Dustin Harp); "Wanted: Your News Photo: Police Claims of Fair Use and the Protection of Digital Photos" (Victoria Smith Ekstrand); "Opinions Online: The Extension of Computer-Mediated Communication for Survey Research in Research Organizations" (Kelli S. Burns); "Broadcast Policy Research of Japan: A Historical Overview" (Tsutomu Kanayama); "Global 500 Companies' Outreach to Worldwide Consumers Online: A Content Analysis of Corporate Web Sites to Evaluate Organizational and Intercultural Communications" (Vandana Vijayasri); "Internet Uses and Gratifications: An Online Survey of Bulgarians at Home and Abroad" (Daniela V. Dimitrova); "What Is Interactivity and What Does It Do?" (Sally J. McMillan); "Information Source Use

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Strategies; Doctoral Programs; Educational Administration; *Educational Change; Higher Education; *Hispanic American Students; *Instructional Leadership; Multicultural Education
IDENTIFIERS- Hispanic American Education

This document describes the Hispanic Border Leadership Institute (HBLI). The HBLI is both a leadership-development initiative and a doctoral fellowship program for educational leaders. Its purpose is to prepare change agents, who, after completing doctoral studies at a participating university, will pursue careers that positively influence educational systems in a multicultural environment, as well as foster the persistence and educational achievement of Hispanics. It does this by establishing a cohort of doctoral students; designing a program of study to create a more holistic view of education; exposing students to outside but related disciplines, particularly those concerned with Hispanic issues; creating internships in policy and binational settings; and providing interaction with influential scholars. This last aspect of HBLI is met through the Platica Series, which is a lecture series featuring distinguished scholars in education, law, history, policy, and economics as they relate to minority achievement. The host institutions of the HBLI program report that fellows are actively engaged with department faculty and are diligent in making conference and academic presentations. The program has given fellows, faculty, and members of the university and surrounding communities an increased understanding of educational leadership, policy, and U.S.-Mexico border relations. (RJM)

ED 447 560 EA 030 600

Lazenberry, Dennis; Andersen, Barbara
School Bus Safety Advisory Committee: 1999 Annual Report.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Annual Reports; *Bus Transportation; Elementary Secondary Education; *School Buses; Student Transportation; Traffic Safety
IDENTIFIERS- Minnesota

This report summarizes the deliberations and recommendations of Minnesota's School Bus Safety Advisory Committee (SBSAC). The committee, which operates under the auspices of the Minnesota Department of Public Safety, is charged to study issues affecting the safety of students on school buses, arrive at consensus on ways to improve student safety on buses, and inform and educate the Commissioner of Public Safety, the Governor, and the legislature on the primary issues in school-bus safety. The paper outlines the state's 1999 legislative recommendations for school-bus safety, such as the use of a second stop arm on buses. It then summarizes the actions and discussions of the SBSAC in 1999. Some of these actions included allowing some school buses to be operated by persons with a Class D license, occupant safety, and school-bus safety education. The report describes the enviable safety record of school buses and motorcoaches and discusses a special to help generate ideas, checklists to help keep track of what has been accomplished, helpful resources, and other information. (RJM)

ED 447 578 EA 030 732

Ley, Joyce
Charter Starters Leadership Training Workbook 4: Governance and Management.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 132p.; For others in the Charter Starters series, see EA 030 729-733.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; *Educational Administration; Elementary Secondary Education; *Governance; Leadership Training; Nontraditional Education; *Program Implementation; School Policy; Workbooks
IDENTIFIERS- Chartering Process

This workbook is part of a series devoted to all areas of charter-school development. Fourth in the series, this volume focuses on governance and management, with an emphasis on creating an organizational structure, establishing strong leadership, handling personnel issues, creating a board and board bylaws, managing growth, and dealing with liability issues. The text is divided into five sections. Section one examines governance and management issues and demonstrates why governance is important for charter schools. It discusses the board's role, how to develop committees, and how to plan for transition. This is followed by section two, which shows how to write a business plan and how to establish a sound financial system. The next section discusses leadership issues, leadership styles, and the importance of teamwork. Since employees are a key component in charter-school success, personnel issues are discussed in section four. This segment examines employee-selection practices and personnel policies, such as terms of employment, compensation, and benefits. The last section details internal policy development and raises such concerns as student/parent involvement, discipline, fiscal management, and student development. Each section features a selection of "tools" that contain activities to help generate ideas and lists helpful resources and other information. (RJM)

ED 447 579 EA 030 733

Ley, Joyce
Charter Starters Leadership Training Workbook 5: Community Relations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 53p.; For others in the Charter Starters series, see EA 030 729-732. EA 030 730, EA 030 731 and EA 030 732.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Effectiveness; Elementary Secondary Education; *Informal
Education; Job Skills; Leaders Guides; *Leadership Qualities;
Leadership Responsibility; Leadership Styles; *Lifelong
Learning; Modeling (Psychology); *Nonformal Education;
*Professional Development; Role Models

Ordinary nonwork activities like fundraising, coaching, and community advocacy can serve as sources of learning for managers in such areas as interpersonal skills, handling multiple tasks, using relevant background information, and leadership practice. Private life encourages leadership development by offering managers experience developing their psychological strength, drawing on support from family and friends, and expanding motivation and opportunities to learn. Work experiences can contribute to personal development and the ability to handle situations away from work, including developing technical skills, strengthening interpersonal and supervisory skills, and enhancing confidence performing managerial roles. Identifying one's developmental needs, and both the work and nonwork sources that support achieving them, is the key to integrating one's experiences, providing skill training, leadership practice, and emotional support. Integrating work and nonwork experiences gives leaders opportunities to act as role models. While introducing personal experiences into work settings can feel risky, doing so brings honesty and humanity to organizations and helps others realize their potential. Developmental progress is enhanced when leaders view the divide between personal life and professional work as a channel and not as a conflict. Effective use of this channel makes an individual a better manager on the job, a community leader, a source of support in and out of the organization, and a person capable of adapting and accepting challenges. (TEJ)

ED 447 602   EA 030 777

Willard, Nancy
Capturing the Eyeballs and "E-Wallets" of Kids in Schools:
Dot.com Invades Dot.edu. Updating School Board Policies.
PUB DATE- 00
NOTE- 18p.; Published six times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Liberties; *Confidentiality; *Corporate
Support; Elementary Secondary Education; Information
Dissemination; *Information Policy; Information Sources;
*Internet; Online Systems; *Partnerships in Education; Privacy;
*School Business Relationship; Technical Assistance;
Technological Literacy; Technology Education
IDENTIFIERS- *Childrens Online Privacy Protection Act 1998;
National School Boards Association

Because of mounting budget pressures, a new business model is emerging that offers schools "free" technology supported by online advertising programs and the gathering of market data about students. Proponents argue these corporate associations benefit schools with dwindling resources. Opponents argue they are contrary to obligations to act in the interests of students. Using cookies, online registration, and questionnaires, market profiling gathers demographic information about users and their interests, needs, and buying habits. Arguments supporting the validity of online profiling are misleading, and involve significant obscured costs. Technically proficient children, lacking an understanding of the appropriate boundaries of personal privacy, are easily

Placement
IDENTIFIERS- Aspergers Syndrome; *Individuals with Disabilities Educ Act Amend 1997; Related Services

This book is intended to provide parents of students with autism with necessary information for the Individualized Education Program (IEP) process and includes relevant information from the 1997 Individuals with Disabilities Education Act. Chapters discuss the following topics: (1) introductory information; (2) definitions of autism, the basic components of the IEP, and state and federal regulations; (3) other relevant legislation such as Section 504 and the Americans with Disabilities Act; (4) appropriate assessment to guide IEP development; (5) the mechanics of the IEP committee meeting; (6) IEP goals and objectives; (7) provision of related services; (8) special issues related to development of behavioral goals and objectives versus development of behavioral or discipline management plans; (9) placement of students with autism; (10) the IEP process related to students with high- and low-functioning autism and Asperger's Syndrome; (11) common mistakes made by personnel in school districts; (12) common mistakes made by parents; (13) suggestions for resolving conflicts; and (14) reflections on the IEP process and trends in the education of students with autism. Appended are a dictionary of acronyms used in special education, a guide to using person first language, sample letters for parents, and a glossary. (Contains approximately 120 references.) (DB)

ED 447 620   EC 308 109

School, Beverly A.; Cooper, Arlene
The IEP Primer and the Individualized Program: Preschool through Postsecondary Transition. Fifth Edition.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Disabilities; Educational Trends; Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; Parent Teacher Cooperation; Records (Forms); Regular and Special Education Relationship; *Special Education; Student Educational Objectives; Student Placement; Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

Intended primarily for new teachers or teachers newly involved with special education, this guide to development of individualized education programs (IEPs) notes recent trends in special education including the shift from a categorical basis to a skill needs basis, the goal of maximum inclusion, greater involvement of regular educators and parents, a greater emphasis on transition to adult life, and more sophisticated IEP tools. The 10 chapters address the following topics: (1) the rationale behind the IEP; (2) six steps of the pre-referral process; (3) conducting the IEP meeting; (4) writing the finished product, including a variety of sample forms; (5) the placement conference, including common questions and documenting the individual placement decision; (6) early childhood education and the extended school year with sample forms; (7) the transition IEP, including principles and necessary components; (8) implementing the IEP, including grading policy, the importance of active direct teaching, and

ED 447 638   EC 308 127

Gugerty, John, Ed.; Knutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs, Milwaukee Area Technical College, Milwaukee, WI.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 71p.; For related Wisconsin University disability documents, see EC 308 122-126. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Community Colleges; Disadvantaged Youth; Educational Policy; Equal Education; Independent Living; Institutional Characteristics; Policy Formation; *Program Design; *Severe Disabilities; *Student Personnel Services; Technical Institutes; Tutoring; Two Year Colleges
IDENTIFIERS- *Milwaukee Area Technical College WI

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Milwaukee Area Technical College (MATC), in Milwaukee, Wisconsin. MATC has developed a Center for Special Needs that delivers reasonable and necessary accommodations and supportive services to students with disabilities. The Center offers tutoring services for disadvantaged students, instructional programs for students with disabilities, and an associate degree program in sign language and interpreting. The Center aims to promote educational retention and success, the acquisition of independent living skills, and the development of skills and knowledge that will enable individuals with disabilities to acquire and maintain competitive employment. The report discusses the mission, goals and objectives of the Center, significant features of the Center, key factors that make MATC's approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of the Center's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

ED 447 639   EC 308 128

Dew, Donald W., Ed.
Serving Individuals Who Are Low-Functioning Deaf. Report from the Study Group, 25th Institute on Rehabilitation Issues, 1999.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

This brief guide explains the use of testing accommodations for students with a disability participating in state or district educational assessments under federal and Florida state law. These include the Individuals with Disabilities Education Act of 1997, Section 504 of the Rehabilitation Act, and the Florida Administrative Code. Planning guidelines match testing accommodations with instructional accommodations. Guidelines for providing accommodations include suggestions for modifying the setting (e.g., taking the test in a distraction-free setting), the scheduling (breaking up a test into several periods within one school day), responding (use of oral, signed, word processed, or Braille responses), and presentation format (use of mechanical devices, or revised formats including enlarged-print, Braille, and sign language). (DB)

ED 447 657 EC 308 146

Accountability for Students with Disabilities in State and District Assessment Programs. Policy Paper.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Eligibility; *Inclusive Schools; Individualized Education Programs; *State Standards
IDENTIFIERS- *Alternative Assessment; *Testing Accommodations (Disabilities)

This brief policy paper outlines considerations that school district personnel should address in determining the inclusion of students with disabilities in state and district testing and the use of alternate assessment for certain students with disabilities. It notes that the decision to include or exclude a student from state and district testing should be made by the Individual Educational Plan team based on guidelines such as: (1) the student's demonstrated cognitive ability prevents him/her from completing the required coursework and achieving state standards; (2) the student requires extensive direct instruction to accomplish the application of basic life skills and competencies; and (3) the student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences. Guidelines for determining appropriate accommodations include that such accommodations should facilitate an accurate demonstration of what the student knows and can do but should not provide the student with an unfair advantage or interfere with the validity of the test. Guidelines for accommodations in scheduling, setting, presentation, and responding are also offered. (DB)

ED 447 658 EC 308 147

Mistrett, Susan
The Let's Play! Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 183p.; For related Let's Play! project documents, see EC

Systems Integration" and "American School & University" magazines. Published by Intertec Publishing Co.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; Relocatable Facilities; *School Administration; School Districts; *School Safety; *School Security

This supplement, a collaboration of "American School & University" and "Access Control & Security Systems Integration" magazines, presents four articles examining equipment and management strategies to ensure school safety. "School Security by the Numbers" (Joe Agron; Larry Anderson) defines the parameters and quantifies the trend in the school security arena. "A Tale of Three Districts" (Kate Henry) discusses how community unity can stabilize public schools by examining three very different school districts and how they handle security issues. "Protection for Portables" (Mike Kennedy) explores school safety and the security of portable classrooms. "Securing a Balance" (Kennedy, Mike) discusses developing a security plan that minimizes the potential for legal troubles by protecting both students and staff while respecting their rights. (GR)

ED 447 682 EF 005 809

Johnson, Donald R.
Custodial Methods and Procedures Manual. Third Edition.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; Personnel Management; Public Schools; *Resource Allocation; *School Maintenance

This manual discusses school facility cleaning and maintenance from the expanded perspective of work management, physical assets management, and resource management. Work management encompasses the organization of work and personnel, scheduling of daily or routine duties and tasks, and handling of demand work. Physical asset management includes developing historical data relating to the facilities, updating and changing that data, managing facility assets, and providing asset accounting. Resource management includes identifying cleaning procedures, developing and maintaining a preventive maintenance program, supporting a full inventory and purchasing system, tracking in-house and outside service costs, and interfacing with the school district's financial management system. A reference section contains guidelines and forms for custodial equipment storage and care, including safety measures and employee management forms. (GR)

ED 447 683 EF 005 812

Growing Pains: The Challenge of Overcrowded Schools Is Here To Stay. A Back to School Special Report on the Baby Boom Echo.
PUB DATE- 00
NOTE- 32p.; For a related document on the baby boom echo, see EF 005 815.

implementing procedures for community-based learning by providing students with real opportunities to learn by doing research outside the classroom in real-life situations. Accordingly, she supervised 38 undergraduates in her upper level sociolinguistics course as they interviewed 132 elementary school children, seeking to investigate the attitudes of the students directly affected by bilingual education. This pedagogical process included devising the research question, designing the survey instruments and questionnaires, and discussing techniques for interviewing the children. They were then instructed in how to analyze their data and present their findings. It is concluded that this was a very useful and successful teaching technique for undergraduate education, and in contributing to the field as a whole. (KFT)

ED 447 704   FL 026 480

Antrim, Nancy Mae
Language at the Elementary School.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Conference of the Linguistics Association of the Southwest (San Antonio, TX, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Elementary Education; *Elementary School Students; English (Second Language); Ethnic Groups; Interviews; *Language Attitudes; Language Minorities; Language Proficiency; Limited English Speaking; Questionnaires; Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish; Spanish Speaking; Statistical Analysis; *Student Attitudes; Tables (Data)
IDENTIFIERS- El Paso Independent School District TX

While numerous studies on bilingual education have looked at student test scores, drop-out rates, and parental responses, this study looks at the attitudes of the students directly affected by bilingual education. Interviews with a representative sample of 132 elementary school students (grades 4-6) in El Paso, Texas were conducted for this study. Investigating the behaviors and attitudes of children with respect to language use should provide insight into changing linguistic norms of this border community. Questions were designed to elicit students' attitudes toward Spanish and English as well as determine their public and private use of these languages for a variety of purposes and contexts, in addition to eliciting information concerning their sociodemographic and academic background. The bulk of this paper consists of reporting the statistical details of how the students answered numerous questions about their language use preferences, level of proficiency, and feelings about the Spanish language. (KFT)

ED 447 705   FL 026 481

Hruska, Barbara L.
Bilingualism, Gender, and Friendship: Constructing Second Language Learners in an English Dominant Kindergarten.
PUB DATE- 00
NOTE- 55p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Vancouver, BC, Canada,

many items on lists of teacher competencies, such as skills in assessing children, individualizing instruction, and respecting diversity. This digest summarizes some basic aspects of oral and written language about which elementary teachers need expertise in order to promote literacy. (VWL)

ED 447 722 FL 026 524

What Early Childhood Teachers Need To Know about Language. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Digest drawn from a commentary by Sue Bredekamp on "What Teachers Need To Know about Language" by Lily Wong Fillmore and Catherine Snow. Both are available at http://www.cal.org/ericcll.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Knowledge Base for Teaching; Language Acquisition; Language Skills; *Linguistics; *Literacy; *Preschool Education; Second Language Learning; Skill Development; *Teacher Education
IDENTIFIERS- ERIC Digests

Considerable evidence exists that high-quality early childhood education programs for children from birth to age 5 can have long-lasting, positive consequences for children's success in school and later in life, especially for children from low-income families. However, such programs are not available for all children who need them, nor are all programs of the quality that is necessary to achieve positive outcomes for children. Recently, the U.S. Department of Education released a study of the skills and knowledge of a nationally representative cohort of children at entrance to kindergarten, showing that social class and other group differences are already evident this early. This finding suggests that kindergarten is too late to intervene in order to narrow the achievement gap. High-quality early childhood education programs have great potential for preventing later school failure, particularly if they place a strong emphasis on language development. For this reason, early childhood teachers need thorough knowledge about language and how to help children develop language and literacy skills. Often teachers have not had opportunities to build the knowledge they need. This digest discusses early childhood education in context, why early childhood teachers need to know more about language, and what early childhood teachers need to know. (Contains 10 references.) (VWL)(Author/VWL)

ED 447 723 FL 026 525

Clair, Nancy
Teaching Educators about Language: Principles, Structures, and Challenges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

This discussion draft reviews trends in Canada's apprenticeship system over the last 20 years and then examines prospects for labor market conditions for Canada's total economy and for the construction sector to the year 2005. The apprenticeship system has a number of serious weaknesses, including the following: (1) the stagnation in new apprenticeship registrations in the 1990s, in contrast to increased enrollment in other postsecondary programs; (2) the inability of the apprenticeship system to expand beyond traditional fields; (3) the inability of the apprenticeship system to increase the extremely low proportion of women (3 percent) enrolled in apprenticeship programs; (4) the uneven development of apprenticeship programs by province; (5) the very low level of completion rates for apprenticeship programs (9.5 percent); and 6 the strong downward trend in apprenticeship completion rates, declining one-third over the past 2 decades. The trends raise serious questions about the ability of the apprenticeship system in Canada to produce an adequate supply of qualified workers for the economy. Attention should be focused on the reasons why Canada's apprenticeship system appears unable to get its apprentices to complete their programs in a timely manner, if at all; why the system has not expanded outside traditional occupations; and why women are not attracted to apprenticeship programs. (Contains 25 references and 36 tables.) (KC)

ED 447 253   CE 080 362

Learning To Succeed: A New Framework for Post-16 Learning. Presented to Parliament by the Secretary of State of Education and Employment by Command of Her Majesty.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adult Programs; Advisory Committees; Change Strategies; *Education Work Relationship; *Educational Administration; *Educational Change; Educational Improvement; Educational Needs; Educational Policy; Educational Quality; Evaluation Methods; Foreign Countries; Job Training; *Lifelong Learning; Models; Needs Assessment; Position Papers; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Quality Control; School Business Relationship; Services; Transitional Programs; Youth Programs
IDENTIFIERS- *England; Learning Organizations; Northern Ireland; Scotland; Wales

This white paper outlines a proposed framework for post-16 learning in England. Chapter 1 discusses the principles underpinning the new policy, which are as follows: investing in learning to benefit everyone; lifting barriers to learning; putting people first; sharing responsibility with employers, employees, and the community; achieving world class standards and value for money; and considering the key to success to be working together to drive forward. The rationale for the proposed changes is explained in Chapter 2. Chapter 3 provides details about a proposed Learning and Skills Council to drive forward improvements in standards and to bring greater coherence and responsiveness to all post-16 education and training (excluding higher education) in England. The following are among the topics examined in chapters 4-10: a framework for success beyond age 16; improving quality; education and

Context" (Kritskaya and Dirkx); "Transcending Boundaries: Building Community through Residential Adult Learning" (Lawrence); "Self-Directed Professional Development in the Continuing Education of Adult Educators" (Levine and Hikawa); "Exploring the Theory and Practice of Feminist Business" (Magnuson); "Urban Workforce Development: A Collaborative Planning Framework for Improving Basic Skills" (Martin and Sykes); "The Adult Education Implications of 'Work-First' Welfare Reform Policy on Welfare Recipients" (Miller); "ESL English as a Second Language Program Evaluation: Lessons from outside the U.S." (Nolan); "Framework To Identify In-Service Education Needs of Extension Practitioners" (Radhakrishna, Spalding, and Smith); "'Aren't You Glad You're Not Stupid?' The Experiences of Adult Students with Invisible Disabilities and Higher Education" (Rocco); "A Piece of the Puzzle: John Ohliger, 'Music Director' of Basic Choices" (Rocco and Rowland); "Adult Learning through Religious Music in an African American Church Choir" (Rowland); "Music in Adult Education" (Rowland); "Expanding Educational Programs: Assessing Business and Community Members' Needs and Support for Community Education" (Suvedi and Lapinski); "A Critical Review of Teaching Belief Research: Implications for Adult Education" (Taylor); "Women 'Teaching across Borders' for Social Change in Adult Education: The Interconnecting Role of Culture and Spirituality" (Tisdell); "A Multi-site Case Study Examining Mentoring Practices

ED 447 270   CE 080 835

Friedman, Pamela
Career Opportunities and Support Services for Low-Income, Post-High School Young Adults.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; McKnight Foundation, Minneapolis, MN.; Woods Fund of Chicago, IL.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Career Education; Counseling Services; Drug Abuse; *Economically Disadvantaged; Education Work Relationship; Educational Legislation; Educational Needs; *Educational Opportunities; Educational Research; *Employment Opportunities; Employment Patterns; *Employment Services; Family Violence; Federal Legislation; Financial Support; Hispanic Americans; Innovation; Internet; Labor Force Development; Mentors; National Organizations; Needs Assessment; Nonprofit Organizations;
IDENTIFIERS- California (Los Angeles); California (Sacramento); Iowa; Kentucky (Jefferson County); Michigan (Detroit); Nevada; Oregon; South Carolina; Temporary Assistance for Needy Families; Tennessee; Welfare Reform

The new emphasis on welfare reform, self-reliance, and individual accountability and the new time limits imposed by the Temporary Assistance for Needy Families program have resulted in large numbers of people between the ages of 18 and 24 entering the work force. The three main career options for youth in transition from school to work are postsecondary education,

(4) to respond to change effectively, leaders must be able to pose the "right" questions; and (5) to manage change effectively, institutional managers should assess the current and emerging climate of operation and be prepared to manage tensions. It was concluded that, although the tension between accountability and improvement may not be fully resolvable, acknowledgment of such tensions could make FHE managers better equipped to deal with the challenges they face as FHE enters the third millennium. (Contains 44 references.) (MN)

ED 447 287 CE 080 921

Abdel-Magid, Isam Mohammed; Elsadig, Elsadig Hassan
Education Trends, Norms and Development.
PUB DATE- 00
NOTE- 14p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Articulation (Education); Developing Nations; Economic Development; *Education Work Relationship; Educational Cooperation; *Educational Improvement; Educational Needs; Educational Objectives; *Educational Policy; Educational Quality; Educational Trends; Elementary Secondary Education; Foreign Countries; International Cooperation; International Educational Exchange; Job Training; *Labor Force Development; Needs Assessment; Partnerships in Education; Policy Formation; Postsecondary Education; Program Improvement; State of the Art Reviews; Technical Institutes; Technological Advancement; Trend Analysis; Universities; *Vocational Education
IDENTIFIERS- Global Economy; Globalization; Impact Studies; National Development; *Sudan

The impact of globalization on vocational-technical education (VTE) and human resource development (HRD) in Sudan was examined. Special attention was paid to the following issues: the purpose of education in the 21st century; learning for the workplace; national culture and technological advances; the globalization of education; education and quality control; and future challenges for educational institutions. The following were among the nine recommendations offered to individuals interested in improving VTE and HRD in Sudan: (1) develop closer bilateral agreements between national, regional, and international institutions to facilitate education, enhance independent learning, transfer and exchange technology, and meet the challenge of globalization; (2) strengthen collaboration between educational institutions and industry to maximize use of available resources; (3) launch investment programs in education to compete in the technological market and world trade; (4) establish councils of professional and technological education to set targets and strategic education policies, promote national training, and develop links between educational institutions at all levels and industry; (5) emphasize national language to protect culture, ethnic roots, and Islamic values; (6) increase emphasis on opening competent polytechnics and VTE institutions to meet business and industry training needs; and (7) stress advances through research to enlighten and strengthen policy, practice, and experience. (MN)

The United Kingdom higher education system is being encouraged to provide opportunities for students to acquire key skills/employability skills and to become better learners with a greater awareness of their individual learning needs, including the need to develop habits that will lead to lifelong learning. A number of issues need to be resolved when making provision for key skills opportunities in degree programs. These are: (1) embedded or taught independently; (2) assessment; (3) accreditation; (4) finding time in the program; (5) staff motivation and development; and (6) centralized or decentralized provision. Students acquire knowledge and skills through part-time jobs and involvement in student activities, through membership in the many societies and the students' union, and by acting as a course representative. An instrument through which the inputs and activities--key skills and personal development opportunities--can be drawn together is the personal development file in which the student records his/her achievements and reflects upon them, emphasizing what he or she has learned. (YLB)

ED 447 304   CE 080 936

Le Nouvel, Jean
The Needs of Intermediate Professions: Middle Engineers and Middle Managers.
PUB DATE- 00
NOTE- 11p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Adult Education; Bachelors Degrees; Cost Effectiveness; Developed Nations; Foreign Countries; Higher Education; *Industrial Structure; *Middle Management; Power Structure; Teacher Qualifications; Teacher Responsibility; *Teacher Role; *Technical Education; Theory Practice Relationship
IDENTIFIERS- *France

In France, intermediate professions are jobs for holders of the professional baccalaureate plus 2-4 years of additional study. Intermediate technological education supplies a qualification that comes between secondary education and the qualified engineer. These people have a practical background that combines knowledge with skills and an ability to grasp the know-how of the firm. Between the technician who operates directly in the production process and the engineer or manager who is placed upstream of this process (creating, organizing, and forecasting), current economies need professionals on the ground at the intermediate level. The need for a middle manager or middle engineer has become obvious, one able to understand and master the production process, able to adapt, party to technological changes, and with the skill to be the interface between technician or employee and engineer or manager. There is no technological teaching apart from that immersed in the economic fabric of companies. The teacher must be master of a certain amount of knowledge and of know-how; be familiar with technological reality; be party to training that includes lessons, tutorials, and practical work; have the desire and means to form a partnership with the company; and be adaptable. This type of teaching is expensive, but the cost is lessened by

Cultural Exchange; Delivery Systems; Disabilities; Educational Attitudes; Educational Needs; Educational Opportunities; Educational Policy; Educational Research; Educational Trends; Foreign Countries; Immigrants; Informal Education; Information Technology; Inservice Education; Internet; Labor Market; *Lifelong Learning; Models; *Museums; Needs Assessment; Older Adults; Private Sector; Professional Associations; Public Sector; Refugees; Role of Education; Rural Areas; Rural Education; Staff Development; Success; Training; Trend Analysis; Unemployment; Universities; Workshops
IDENTIFIERS- *Europe

This book contains 28 papers presenting perspectives from Europe on museums and adult learning. The papers, each of which is devoted to a specific country, examine topics such as the following: further education and inservice training; programs for unemployed individuals; lectures and open days; elderly visitors; immigrants; refugees; disabled visitors; cooperative programs; the Internet; training and staff development; cultural policy; museum education; modern trends; museums and promotion of adult education; museums as advisors and organizers; workshops; belief in the value of education; innovations; assessing educational needs; local community programs; museum education as cultural politics; outreach; public and private sponsors of adult education; structural models; and case studies. The following papers are included: "Preface" (Elizabeth Esteve-Coll); "Introduction" (Alan Chadwick, Annette Stannett); "Conceptual Framework" (David Anderson); "Norway" (Eva Maehre Lauritzen); "Sweden" (Helena Friman); "Latvia" (Aija Fleija); "Croatia" (Ivo Maroevic, Toncika Cukrov); "The Czech Republic" (Radka Schusterova, Pavel Hartl); "Hungary" (Laszlo Harangi); "Poland" (Daniel Artymowski); "Romania" (Virgil Stefan Nitulescu); "Russia" (Irina Mikhailovna Kossova); "Slovenia" (Tatjana Dolzan-Erzen); "Cyprus" (Loukia Loizou Hadjigavriel); "Italy" (Edi Fanti, Lida Branchesi, Paolo Orefice, Gianni Maria Filippi); "Malta" (Carmel Borg, Peter Mayo); "Portugal" (Ana Duarte); "Austria" (Gabriele Rath); "France" (Jean Galard); "Germany" (Dorothee Dennert, Helena von Wersebe); "Switzerland" (Flavia Krogh Loser); "Belgium" (Willem Elias); "Luxembourg" (Bettina Heidenstein, Herbert Maly); "The Netherlands" (Bastiaan van Gent); "Ireland" (Ann Davoren, Ted Fleming); "The United Kingdom" (John Reeve); "European Initiatives" (Alan Chadwick, Annette Stannett); "Israel" (Nina Rodin); and "Conclusions" (Nicole Gesche). Some papers include substantial bibliographies. (MN)

ED 447 322 CE 080 967

Jacobsen, Yola, Ed.
Our Right To Learn: A Pack for People with Learning Difficulties and Staff Who Work with Them, Based on the Charter for Learning.
PUB DATE- 00
NOTE- 218p.; The poster, 2 audio tapes of the pack's content, and the Charter for Learning pamphlet are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Adult Education; Adult Learning; Adult Programs; *Adult Students; Behavioral Objectives; Check Lists; Continuing Education; Definitions; *Equal Education; Foreign Countries; Guidelines; Learning

digital marketplace design. (YLB)

ED 447 339 CE 080 989

Bechtel, Michael
The Future of Work: Insights. Views. Prospects. Basis-Info: Social Policy. IN Press.
PUB DATE- 00
NOTE- 20p.; Translated by John England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Translations (170)
DESCRIPTORS- Adult Education; *Community Programs; Developed Nations; Education Work Relationship; Employer Employee Relationship; Employment Patterns; *Employment Projections; Foreign Countries; *Futures (of Society); *Information Technology; Job Skills; *Labor Needs; Organizational Development; Social Change; *Volunteers
IDENTIFIERS- *Germany; Globalization

Young people must prepare themselves for lifelong learning and frequent job changes. Optimists predict a new world of work with many creative, interesting, satisfying jobs; pessimists believe society will finally run out of work and foresee unemployment and social downgrading for a majority of people. There are indications at present of both scenarios. What seems certain is that only highly qualified and flexible workers will be eligible for the new economy. Even the service sector, which many hoped would provide more jobs, is downsizing its workforce. The character and organization of work is changing. By as early as the end of this decade, four-fifths of all work will rely on information. Rediscovery of the human factor, the debate on new management concepts with flatter hierarchies, more openness, self-responsibility, and participation are dictated by new economic realities in which the evolution in information technology plays the key role. Networks will define the working society of the future. Electronically-linked freelance providers can work in flexible networks to produce and sell goods and services. When a commission has been completed after a day, month, or year, the network dissolves itself. Sociologists and economists are thinking about a "third sector" outside of paid labor in which honorary or civic work, barter groups, charitable services, neighborliness, and the 'grey' economy all play a part. Questions about how (or whether) civic work should be paid, who should do it, and whether people on social assistance and the jobless can be obliged to participate show that much about this new approach is still unclear. (YLB)

ED 447 340 CE 080 993

Charting a Course: Preliminary Needs Assessment Using Equipped for the Future.
SPONS. AGENCY- Department of Education, Washington, DC.; Virginia State Dept. of Education, Richmond. Office of Adult Education and Literacy.
PUB DATE- 00
NOTE- 31p.; Project conducted by the team of Sue Barton, Babette Martin, Barbara Clark and Donna Lloyd.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires,

and write, and changes in living and family situations. (Contains 45 references.) (YLB)

ED 447 356 CE 081 024

A Brief Introduction to the Technological and Vocational Education of the Republic of China, 2000.
PUB DATE- 00
NOTE- 45p.; Blurry text on some pages as well as color photographs and charts may photocopy poorly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Career Education; Career Exploration; Career Guidance; Developed Nations; *Educational Development; Engineering; Foreign Countries; Futures (of Society); Graduate Study; Postsecondary Education; Secondary Education; Technical Occupations; Technology; *Technology Education; Undergraduate Study; *Vocational Education
IDENTIFIERS- *Taiwan

Successful implementation of the technological and vocational education (TVE) system has been a major factor in Taiwan's rapid economic development. In the 1999-2000 academic year, 1,034,289 TVE students account for 57.7 percent of students in upper-secondary and post-secondary schools. The junior high school technical arts program gives students with unclear academic aptitudes the opportunity to acquire an employable skill or continue study. It offers vocational exploration and guidance, technical arts, and special practical arts. The vocational high school provides entry-level competencies and basic technical skills. Graduates may start a business, become employed, or go on to further education. Junior colleges of technology teach applied sciences and technology and turn out personnel with mid-level technical or managerial skills. Most graduates enter the job market. Colleges/universities develop a higher level of personnel in the fields of technology, engineering, and management. Key issues regarding future development of TVE are adapting the TVE schooling system to improve graduates' access to further studies; keeping up with national economic development by cultivating technical or managerial manpower; gearing a lifelong education system while assisting students with career development; reconstructing TVE curricula and emphasizing industry needs; and offering equal opportunities for disadvantaged groups. (YLB)

ED 447 357 CE 081 025

Employment Experience of Youths: Results from a Longitudinal Survey.
PUB DATE- 00
NOTE- 13p.; A Bureau of Labor Statistics news release.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Employment Patterns; Entrepreneurship; Longitudinal Studies; National Surveys; *Part Time Employment; *Seasonal Employment; Secondary Education; *Self Employment; *Student Employment; Vocational Education; *Youth Employment
IDENTIFIERS- National Longitudinal Survey of Youth

Nearly 3 out of 5 students (58 percent) who were 16 years old when the 1997-98 school year began worked for an employer at

DESCRIPTORS- *Counselor Educators; *Counselor Training; Educational Innovation; Feedback; Higher Education; Internship Programs; Interpersonal Communication; *School Community Programs; Supervision; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Reflecting (Communication)

This paper explores the use of reflecting teams as a tool for assisting students who are engaged in internship placements in community counseling settings. These placements are used to help students develop the skills of counseling and the professional identity of a counselor. Counselor educators are involved in the role of supportive co-participants with both the counseling students and the clients. From this position, educators can add to the work done by counseling students rather than critiquing it. The model for the Reflecting Team Process is patterned after the M. White (1996) model. Guidelines for using the model are included. There are several advantages to using this model. It allows students to be involved in counseling situations early in their education; it promotes conversations and relations based on the sharing of ideas; it helps stimulate ideas and creative solutions; and it provides opportunities for students to receive feedback concerning their questions. Students use videotape recordings of their work with clients to share in seminar sessions. Class members provide feedback that the counselor can take back to the client. Such activities enrich the counseling process as well as add to the counselor's resourcefulness. (JDM)

ED 447 378 CG 030 478

Holmes, Julie A.
Samatha, Matthew, and Shane: A Case Study of the Motivational Factors That Drive These Triplets To Learn.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Adolescents; Child Rearing; *Expectation; Family Relationship; Interests; *Locus of Control; *Motivation; Performance Factors; Primary Education; Self Efficacy; Sibling Relationship
IDENTIFIERS- Multiple Birth Family; *Triplets

This paper describes a case study which sought to determine the motivational factors that prompted a set of triplets to excel in school. The working research questions dealt with different facets of school and home, and explored whether motivation was linked to certain subjects or certain topics within various subjects or was a function of the demands of their parents. Questions were refined as participant observation revealed subtle differences in motivation in the three children. Data were collected through participant observation, semi-structured interviews with the triplets and other key informants; solicited documents; and samples of work done by the triplets. The results showed that within a shared basic framework of self-motivation, each of the three children developed separate, distinct motivational personalities. Positive self-concept and intrinsic motivation were evident in all three children. Each child had varying reasons for motivation including wanting perfection, interest, and wanting to please others. A collective case study is recommended of children of multiple attempt to practice diversity and inclusiveness in every venue of the university community; and (3) valuing diversity and modeling inclusiveness must originate with the faculty, staff, and students working together as change agents. (Author/JDM)

ED 447 398   CG 030 531

O'Laughlin, Elizabeth M.; Yaakobs-Richmond, Rakefet
Training Clinics as a Resource for Multimodal Treatment of ADHD.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Children; *Counselor Training; Graduate Students; Higher Education; Medical Evaluation; Needs Assessment; *Program Development; *School Community Programs
IDENTIFIERS- *Indiana State University

Attention-deficit hyperactivity disorder (ADHD) is the most common psychiatric disorder of childhood. The extensive research on ADHD indicates that both assessment and treatment of ADHD is best accomplished through the involvement of multiple informants. By establishing a supervisory relationship with a university-based training clinic, child clinicians can expand their range of services while providing clinical experiences and supervision to graduate students in clinical, counseling, and school psychology. The ADHD Research Clinic at Indiana State University was established in response to a request by community pediatricians who increasingly were being called upon to assess children for ADHD during routine office visits. In addition, parents and school personnel were calling upon them for assistance. The Clinic provides both assessment and intervention services, utilizing the combined resources of licensed psychology and doctoral level graduate students. The combining of resources offers many advantages. The clinician is better able to offer a range of services. Access to a range of rating scales and assessment measures becomes available to the clinician who is practicing independently. Involving graduate students in assessment procedures eliminates the need to schedule multiple testing appointments. Combining community and graduate training allows for a greater diversity in clinic resources to meet the needs of patients from different backgrounds. Involving graduate students as co-therapists in providing services to ADHD children and their parents provides an excellent training opportunity for these clinicians. (JDM)

ED 447 399   CG 030 532

Meyers, Steven A.; Kvall, Steven A.; Byers, Kristie; Vega, Natalie; Wedell, Amy; Hichcox, Nanette; Higgins, Sean
Interests and Career Preparation of Professional Psychology Doctoral Students.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Intended to provide background information to state leaders as they play an increasingly visible role in reading programs, this policy brief notes that too many students are not reading at grade level and apparently are not receiving adequate opportunities to catch up to their peers. The brief is in 7 sections. The first is "How Well Are Students Reading?" The second section, "How Do Children Learn To Read?" outlines steps in the learning process, and complications. The third section, "What Do We Know About Effective Reading Approaches?" makes the point that no approach alone works best for all children under all conditions. The fourth section, "Why Aren't More Students Reading Successfully?" discusses lack of prevention, diagnosis, and intervention related to reading problems; and inadequate teacher preparation and professional development. The fifth section, "What Can Policymakers Do To Improve Reading Results?" outlines current state activities regarding 5 questions, and offers additional recommendations for each. A short summary follows, and the final section describes 6 resources and studies on reading. (SR)

ED 447 419   CS 014 113

Academy of Reading.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Program Content; Program Descriptions; *Reading Programs; Reading Research; Remedial Programs; *Remedial Reading

This paper provides an overview of the Academy of Reading program (by AutoSkill International, Inc.), a comprehensive reading remediation tool designed to complement curriculum for grades K-12. It notes the computer-based approach is designed to help underachieving readers get the skills they need to become proficient, and the product includes modules for phonemic awareness, reading subskills (including visual, auditory visual and oral reading) and comprehension paragraphs to practice the students' reading ability. The paper notes the Academy of Reading is used in approximately 2,900 sites across the United States and Canada. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 420   CS 014 114

Accelerated Reader.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; *Individualized Reading; *Instructional Effectiveness; Instructional Materials; Program Content; Program Descriptions; Reading Motivation; *Reading Programs; Reading Research; Student Motivation
IDENTIFIERS- *Accelerated Reader Program

Sweet, Anne P.
Ten Proven Principles for Teaching Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Literacy; Primary Education; *Reading Instruction; *Reading Processes; Reading Research; Reading Strategies; *Teaching Methods
IDENTIFIERS- Meaning Construction; *Phonemic Awareness; *Response to Literature

This booklet offers 10 ideas to transform instruction in reading and heighten literacy for all students. The booklet states that these principles and ideas, interrelated and built one upon the other, are based on solid research findings and practical experience and that they are already being used in classrooms across the country. The 10 ideas delineated in the booklet are: (1) Children, when reading, construct their own meaning; (2) Effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive; (3) Phonemic awareness, a precursor to competency in identifying words, is one of the best predictors of later success in reading; (4) Modeling is an important form of classroom support for literacy; (5) Storybook reading, done in the context of sharing experiences, ideas, and opinions, is a highly demanding mental activity for children; (6) Responding to literature helps students construct their own meaning, which may not be the same for all readers; (7) Children who engage in daily discussions about what they read are more likely to become critical readers and learners; (8) Expert readers have strategies they use to construct meaning before, during, and after reading; (9) Children's reading and writing abilities develop together; and (10) The most valuable form of reading assessment reflects current understanding about the reading process and simulates authentic reading tasks. (Contains 56 references and 28 additional resources. Also lists informational Web sites.) (NKA)

ED 447 442 CS 014 139

McClelland, Neil; Stannard, John
A Literacy Guide for School Governors: The Role of School Governors in Raising Literacy Standards.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Literacy; Public Education; State Schools
IDENTIFIERS- *England

The National Literacy Trust first produced this literacy guide for governors in 1998, when a free copy was sent to all Chairs

Rainforth and Jill L. England); (12) "Emphasizing Differences to Build Cultural Understandings" (Patricia Ruggiano Schmidt); (13) "Communicating and Collaborating With Linguistically Diverse Communities" (Bertha Perez); (14) "Developing Collaboration With Culturally Diverse Parents" (Patricia A. Edwards and Jennifer C. Danridge); (15) "Home-School Connections in a Community Where English Is the Second Language: Project FLAME" (Flora V. Rodriguez-Brown); (16) "Reading at Home, Reading at School: Conflict, Communication, and Collaboration When School and Home Cultures Are Different" (Gisela Ernst-Slavit, Jofen Wu Han, and Kerri J. Wenger); (17) "Collaboration across Language, Age, and Geographic Borders" (Teresa J. Kennedy and George F. Canney); (18) "A School-University Project on Collaboration and Consultation" (Susan S. Osborne and Ann C. Schulte); (19) "Classroom Teachers and Reading Specialists Working Together to Improve Student Achievement" (Rita M. Bean); and (20) "Establishing Effective Collaboration for Knowledge Building With Technology Supports" (Sean P. Brophy). Section 3, Conclusions, contains the chapter: (21) "Collaboration for Diverse Learners: Reflections and Recommendations" (Karen Bromley and Victoria J. Risko). Contains over 200 references. (EF)

ED 447 462   CS 014 162

Telfer, Richard J., Ed.
Finding Our Literacy Roots. Yearbook of the American Reading Forum, 1998. Papers from the American Reading Forum Annual Conference, 1997 .
SPONS. AGENCY- Wisconsin State Univ., Whitewater.
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Bibliotherapy; Childrens Literature; Elementary Secondary Education; English Teachers; Higher Education; Internet; *Literacy; Phonics; *Thematic Approach; Whole Language Approach; Yearbooks
IDENTIFIERS- *American Reading Forum; Book Awards; Historical Background; Literacy as a Social Process; Media Literacy

The theme of the American Reading Forum's 1997 conference was "Finding Our Literacy Roots." Many papers in this proceedings address the theme directly, some emphasizing literacy roots and others the roots of literacy. Following the keynote session, "Phonics and Whole Word/Whole Language Controversies, 1948-1998: An Introductory History" (E. Jennifer Monaghan), papers in the proceedings are: "American Spelling Instruction: What History Tells Us" (Bob Schlagal and Woodrow Trathen); "Reaching Consensus on Standards for Adult Literacy Assessment: Finding Our Roots, Not Creating Ruts" (Eunice N. Askov); "1997 Contenders/Winners: Children's Book Awards in Five English-Speaking Countries" (Ira E. Aaron and Sylvia M. Hutchinson); "1997 Contenders/ Winners: Children's Book Awards in Five English-Speaking Countries: A Reaction and a Retrospective Appreciation for a Body of Work" (Nelly Hecker); "Finding Our Literacy Roots: Teachers' Storytelling Stories" (Reed R. Mottley and Richard Telfer); "Thinking about Learning: Progenitor and Progeny" (Marino C. Alvarez and Christopher M. Alvarez); "Like Father, Like Son" (Ray Wolpow); "A Literacy Root Begins with a Seed: Planting an Elementary Education/English for Speakers of Other Languages Teacher Preparation Program" (Valerie J. Bristor and Jane Brady stories on the computer. Three groups selected for in-depth analysis represent the wide range of observed interaction patterns. Differences in interaction patterns included emphasis on fairness, control, exploration, and social cohesion. Several social goals guided children's actions, including appearing competent to peers, dominating peers, and creating solidarity with peers. Differential status within the partnership was reflected in the variation in types of social behaviors that children displayed. Commonalities in interaction patterns among groups included using one another as resources, expressing opposition, directing versus instructing, and using self-monitoring and repetition. Agreed-upon strategies and plans emerged as facilitative in maintaining positive affect in contrast with negative and conflict-ridden exchanges. Focus on local concerns in composing was observed in all three groups, consistent with the level of development of first graders' writing off the computer. Suggestions are provided for modeling positive social interactions and higher-level compositional planning. Contains 47 references and 4 tables of data. (Author/RS)

ED 447 478   CS 217 129

Jalongo, Mary Renck
Early Childhood Language Arts: Meeting Diverse Literacy Needs through Collaboration with Families and Professionals. Second Edition.
PUB DATE- 00
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; Childrens Literature; Communication Skills; *Diversity (Student); *Early Childhood Education; *Emergent Literacy; Family Literacy; Language Acquisition; *Language Arts; Listening Skills; Student Evaluation

Synthesizing information on language arts gleaned from research on emergent literacy, early childhood education, and special education, this book underscores what is being emphasized in early childhood teacher accreditation programs--responding to the increasingly diverse needs of young language learners in inclusive settings, working with parents and families, and collaborating with professionals in other fields. It offers a comprehensive look at early childhood literacy education, and it includes listening, speaking, reading, and writing, with a strong children's literature emphasis throughout. Each chapter provides a discussion of the key concepts in the chapter, followed by case material that demonstrates how teachers, families, and professionals in other fields can work together to promote the literacy growth and development of a young child. The content and examples throughout every chapter enable students to see how children go through the process of acquiring literacy, and how literacy learning occurs with diverse groups of learners. The body of every chapter concludes with a section on teacher concerns and basic strategies, developmentally appropriate activities, teacher self-assessment, and information on standards as they relate to the content of each chapter. After a preface, chapters in the book are: (1) Appreciating Diversity in Children's Language; (2)

Participant Observation; *Pedagogical Content Knowledge; Qualitative Research; *Teacher Qualifications; *Teaching Skills
IDENTIFIERS- Descriptive Research; *National Board for Professional Teaching Standards; Teaching Research

The 1996 report "What Matters Most: Teaching for America's Future" features a 3-part proposal which consists of teacher education program accreditation, initial teacher licensing, and advanced certification based upon a set of shared knowledge, skills, and commitments for professional teaching. A study explored one facet of this proposed framework for the improvement of teaching: the pursuit of accomplished teaching practice and advanced certification as defined by the National Board for Professional Teaching Standards. The study focused on the certification process as experienced by five teacher candidates, veterans in the subject area of English Language Arts, and further, described the network of support provided for those candidates in their school district through professional development coursework, team meetings of candidates, and mentoring by a National Board certified member. Data gathering and analysis occurred simultaneously over a 5-month period in a midwestern urban school district with a magnet school system. The study was conducted using qualitative methods, particularly participant observation, group meetings, the semi-structured interview, and document analysis. Findings suggest that a variety of mentoring forms emerged from the data as supporting the candidacy of this group of teachers. Team talk, which predominated, centered on: format and requirements of the portfolio; reflection on current and future practice; support from multiple sources; and the writing process required by this new genre of representing practice in the portfolio. There appears to be some evidence that the experiences of National Board candidates working with a team with a National Board certified teacher as mentor created a learning community of teachers. (NKA)

ED 447 499   CS 217 305

Abdulkarim, Sarah; Kaminski, Rebecca
"You've Got Mail": Electronic Mail in the Writing Classroom.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Cross Age Teaching; *Electronic Mail; Grade 8; Higher Education; Language Arts; Middle Schools; Program Effectiveness; Student Attitudes; *Writing (Composition); Writing Research

This study was conducted during the spring of 1999 school semester to examine the implementation of the University-Middle School E-mail Buddy Project. This project gave eighth grade and college students the opportunity to pair up electronically via e-mail and exchange discourse that focused on such issues as language arts activities and instructional methods employed at the middle school, and the nature of college living, in addition to sharing each other's writing samples. In the process of investigation for this study, an in-depth analysis of the e-mail messages exchanged between the students was conducted. Also, the students' written summaries of their experiences were examined. An attitude survey for both groups of students was distributed as well. This is to gain better understanding as to how their participation in this project had affected them academically, socially and emotionally. Finally, a focus group comprised of eighth grade students was held to

Jews are the literal children of Satan. Since this doctrine is not well understood by scholars of religion, this paper traces the development of the doctrine in Christian Identity thought and ponders its rhetorical implications through the lens of narrative criticism. To sharpen the focus, the paper analyzes Gayman's "The Two Seeds of Genesis 3:15," a book which is worthy of study because it has been widely distributed among Christian Identity believers. Two research questions guide the paper's analysis: (1) How does Gayman's use of storytelling develop mystical anti-Semitism for creating an ideology of division and vilification?; and (2) Does Gayman's narrative provide motives for violence? The paper begins with a brief historical overview of the Christian Identity movement and then discusses the critical method selected for analyzing Gayman's book.The narrative is examined by focusing on three critical issues: setting, character, and audience. The paper follows the description of the method by its application to the artifact. Finally, it explores the rhetorical implications of Gayman's narrative and the seedline doctrine. Contains 195 notes. (NKA)

ED 447 518   CS 510 426

Stroud, Scott R.
Tales of Hate and "Differance": A Narrative Analysis of Gayman's "The Book of Adam."
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Language Usage; *Literary Criticism; *Racial Relations
IDENTIFIERS- *Hate Groups; *Religious Fundamentalism; Rhetorical Strategies

This paper examines the Christian Identity artifact, "The Book of Adam," by Dan Gayman. Using narrative criticism, this artifact is shown to construct the white race as "progressing through time, as occupying sacred spatial locations, as essentially chosen by God, and as separate from other races." This narrative blurs the distinction between the Biblical myth and the lives of audience members. Attention is drawn to the dangerous ambiguity of Gayman's language; this derivative of original "differance" could be effective in reaching non-fundamentalist audiences with this text. Contains 38 references. (Author/RS)

ED 447 519   CS 510 428

Stroud, Scott R.
Another Face of the Hero: "The Matrix" as Modern Hero-Quest.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Content Analysis; Empowerment;

and Dependencies for Investment Decision-Making" (Oi-yu Chung and Lulu Rodriguez); "Interactivity: A New Approach" (Jae-Shin Lee); "Predicting Online Use Activity Via Motives, Innovative Traits and News Media Use" (Carolyn A. Lin); and "North Korea and the Internet" (Jung-Yul Cho). (RS)

ED 447 539   CS 510 456

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Religion and Media Interest Group.
PUB DATE- 00
NOTE- 220p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Higher Education; *Journalism Education; Journalism Research; *Mass Media; *News Reporting; Public Relations; *Religion
IDENTIFIERS- Mormons; Uses and Gratifications Research

The Religion and Media Interest Group section of the proceedings contains the following nine papers: "The Effect of Age and Background of Religious Broadcasting Executives on Digital Television Implementation" (Brad Schultz); "Environmental Reporting, Religion Reporting, and the Question of Advocacy" (Rick Clifton Moore); "The Rise of the Early Christian Church: A Triumph of Public Relations?" (David L. Martinson); "Mormons in Las Vegas: A Study of Entertainment Media and Secularization Defense Strategies" (Daniel A. Stout); "Religion, Spirituality, and Uses and Gratifications Theory" (Paul A. Creasman); "Advocacy, Objectivity, Editorial Freedom and Journalistic Quality: A Study of Issues in the Protestant Press" (Ken Waters); "Testing Theoretical Constructs of Framing" (Kyle Huckins); "God and Mammon: The Effects of Secular Takeovers of Religious Media Outlets" (William M. Alnor); and "Religion News and 'Values': A Study of 'The Dallas Morning News'' Religion Section" (Susan Willey). (RS)

ED 447 540   CS 510 457

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Newspaper Division.
PUB DATE- 00
NOTE- 352p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Agenda Setting; Bias; Diversity (Institutional); Higher Education; Internet; *Journalism; *Journalism Education; Journalism Research; News Reporting; *Newspapers; Organizational Change; Political Issues; Presidential Campaigns (United States); World Wide Web
IDENTIFIERS- Computer Assisted Reporting; Media Coverage; Online News; School Shootings

The Newspaper Division section of the proceedings contains the following 12 papers: "Diversity Efforts at the 'Los Angeles Times': Are Journalists and the Community on the Same Page?" (Richard Gross, Stephanie Craft, Glen T. Cameron and Michael Antecol); "Setting the News Story Agenda: Candidates and Commentators in News Coverage of a Governor's Race" (Frederick Fico); "The Jasper Newsboy: Reportage and Reconciliation in the investigation of school bus and motorcoach crashworthiness issues by analyzing 6 school bus and 43 bus accidents. In its conclusions, the report makes 19 observations about school-bus safety and offers some recommendations to the U.S. Department of Transportation, the National Highway Traffic Safety Administration, and the National Association of Governors' Highway Safety Representatives. (RJM)

ED 447 561 EA 030 689

Smith, Steven H.
Schoolwide Test Preparation: One Elementary School's Instructional Approach That Dramatically Raised Standardized Test Scores. ERS Monograph.
PUB DATE- 00
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Education; Instructional Effectiveness; Instructional Materials; Program Descriptions; *Standardized Tests; *Test Coaching; *Test Wiseness; Testing; *Testing Programs
IDENTIFIERS- Twin Falls School District 411 ID

This book describes how educators at Harrison Elementary School in Twin Falls, Idaho, used the Standardized Timed Curriculum (STC) to raise students' standardized test scores. The monograph, which is divided into eight chapters, opens with an overview of testing in schools, the growth of the test-preparation business, and the need for school action. Chapter 2 examines the experiences at Harrison Elementary, emphasizing that preparing students for such tests does work. The next chapter lists some schoolwide strategies to improve test scores, such as developing positive attitudes toward standardized tests. Chapters 4 and 5 then discuss the basics of the STC, offering advice on using computation practice tests and strategies students can use to take timed tests. Chapter 6 focuses on the teaching of test-taking skills for mathematics and includes suggestions for helping students in organizing their desks, in completing as many problems as possible, and in enlisting parents to help with homework. The next chapter looks at test-taking skills for reading and language and offers specific suggestions regarding the subtests in each of these sections. The last chapter describes program dynamics, materials, and costs. Five appendices feature a calendar and checklist for implementing the STC approach, exercise worksheets, and other information. (RJM)

ED 447 562 EA 030 690

Erickson, Ron H.
Minnesota Education Yearbook, 1999: The Status of Pre-K-12 Education in Minnesota.
PUB DATE- 00
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Annual Reports; Comparative Analysis; *Educational Assessment; Elementary Secondary

(055)
DESCRIPTORS- *Charter Schools; *Community Relations; *Educational Administration; Elementary Secondary Education; Leadership Training; *Marketing; Nontraditional Education; Program Implementation; School Policy; Workbooks
IDENTIFIERS- Chartering Process

This workbook is part of a series devoted to all areas of charter-school development. Fifth in the series, this volume focuses on community relations and how school founders can handle public relations, market their school, and deal with controversy. The text is divided into three sections. Section one examines why schools should engage in public relations and outlines the elements of an effective public-relations plan. It discusses how to develop a plan, pertinent laws, external communication, and internal communication, such as discussions with parents, students, and teachers. The second section describes a four-step process for marketing a school and the importance of publicizing a school and focusing on specific populations, such as potential parents and staff. The last section, "Moving Beyond Controversy," discusses the finer points of conflict management and describes the various types of conflict behavioral styles, such as avoiding, competing, and accommodating. It offers hands-on advice for dealing with interpersonal conflict and gives tips for dealing with internal and external politics. Each section features a selection of "tools" that contain activities to help generate ideas, to establish checklists that track what has been accomplished, and other information. (RJM)

ED 447 580   EA 030 735

Hannay, Lynne M.; Ross, John A.; Erb, Cathy Smeltzer
Building Change Capacity within Secondary Schools through Goal-Driven and Living Organizations.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Ontario Secondary School Teachers' Federation, Toronto.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Funded with support from the Kawartha Pine Ridge District School Board.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Practices; Foreign Countries; Longitudinal Studies; Models; National Surveys; *Program Evaluation; Secondary Education
IDENTIFIERS- Canada

This paper draws on chaos theory to examine the potential of change within a living community. It focuses on secondary-school change in order to consider the divergent paths and the unexpected cultural adaptations that emerged when a Canadian school district required its secondary schools to revise their organizational models. Department heads were replaced by facilitators, and schools were encouraged to develop site-based models that were program based. To record the nature of the changes, annual survey data were collected beginning in 1995. It became quickly apparent that no grand plan for change was in place, although it was assumed that the school-restructuring teams would create the best possible organizational structures for their schools. Reformers discovered that, because past manipulated for commercial purposes. Positive and ethical school-business partnerships should not require students to observe commercial advertising, nor provide commercial access to captive audiences. Federal law protecting research subjects, the Family Educational Rights and Privacy Act (FERPA), and the Children's Online Privacy Protection Act of 1998 provide schools guidance in developing ethical corporate partnerships. In developing a policy on commercialism, schools should avoid providing access to captive audiences; allow students to provide personal information; permit collection of anonymous data for improving the educational quality of Web sites; require written requests for approval by teachers to use Web sites, considering educational purposes, the nature, motive, and use of market data; carefully guide student research activities; allow teachers to analyze web sites for quality, appropriateness, and suitability of educational materials; and consider all possible impacts before accepting corporate technology resources. (TEJ)

ED 447 603 EA 030 778

Rouk, Ullik
Vouchers: Yea or Nay.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Achievement Gains; Achievement Tests; Admission Criteria; Cost Effectiveness; Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Government School Relationship; *Parent Attitudes; School Choice; School Effectiveness; State Programs; *State Regulation; State Standards
IDENTIFIERS- *Milwaukee Parental Choice Program WI; Southwest Educational Development Laboratory

This report from the Southwest Educational Development Laboratory (SEDL) examines the status of publicly funded voucher programs, issues affecting the voucher movement, and program research. No legislature in the five member states served by SEDL has adopted vouchers, but several private programs are in place. Proponents claim vouchers offer an escape from failing schools, while opponents fear they will undermine reform and support for common schools. While most voucher referenda were rejected, vouchers appear likely to return to Southwest state legislatures for consideration in 2001. Continuing legal challenges centering on First Amendment concerns obscure important questions about voucher program effectiveness. Research shows achievement differences relate less to whether a school is public or private than to other variables, such as parental and community background, and socioeconomic status. The small number of voucher programs limits research. Voucher programs enjoy parental support regarding school safety, climate, instructional quality, and administration. Intended to assist low-income students at failing schools, eligibility standards raise important policy issues about the failure of eligible students to be admitted to schools, the greater ability of the privileged to use vouches, limited school participation and offerings, and distance from school. While many call for accountability in state achievement standards, voucher programs' differing goals, outcome measures, and expanded services; (9) program management, which provides a supervisor's checklist; and (10) tips for parents. Appendices include checklists, a glossary, sample IEPs, and sample schedules. (DB)

ED 447 621 EC 308 110

Strip, Carol A.
Helping Gifted Children Soar: A Practical Guide for Parents and Teachers.
PUB DATE- 00
NOTE- 270p.; With Gretchen Hirsch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Academically Gifted; *Child Rearing; Curriculum Development; Decision Making; Educational Strategies; Elementary Secondary Education; *Parent Child Relationship; *Parent Teacher Cooperation; Performance Contracts; Social Integration; Student Placement

Intended for parents of gifted children, this book stresses the importance of positive relationships between parents and teachers as they work to meet children's academic, emotional, and social needs. Individual chapters address the following topics: (1) parenting the gifted child--a wild roller coaster ride; (2) determining whether a child is gifted; (3) testing and screening--how schools identify giftedness; (4) the importance of parents and teachers understanding each other; (5) classroom environment and curriculum for the gifted student; (6) learning options beyond the classroom including acceleration, alternatives to acceleration, and the guided learning plan; (7) making choices about what kind of placement and curriculum is best for the child; (8) learning contracts--what they are and what they do; (9) building trust and building relationships; (10) accepting the gifted child; (11) supporting gifted children including discipline, dealing with life, and books as allies; (12) parents and teachers working together for the child's sake; (13) questions and answers; and (14) concluding thoughts. (Contains 101 references.) (DB)

ED 447 622 EC 308 111

Newton, Priscilla, Ed.
TASH Newsletter, 1999-2000.
PUB DATE- 00
NOTE- 298p.; For 1998 issues, see ED 429 404.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advocacy; Civil Liberties; Elementary Secondary Education; Program Development; *Severe Disabilities; *Social Integration; Special Education

This document comprises the nine issues of the 1999-2000 TASH Newsletter. Each issue includes news items, conference information, and articles. Major articles include the following: "1998 TASH Annual Conference: Inclusion Roundtable"; "1998 TASH Conference Keynote Address (Zuhy Sayeed); "Do Not Resuscitate - Whose Choice Is It?" (Nancy Noble); "The Utter Vulnerability of Persons with Mental Disabilities in Police Interrogation Rooms" (Robert Perske); "Closing Brandon Training

DESCRIPTORS- Adults; Agency Cooperation; *Deafness; Delivery Systems; Disability Identification; Education Work Relationship; *Employment; Evaluation Methods; *Federal Legislation; Job Placement; *Mental Retardation; Multiple Disabilities; Program Evaluation; Quality Control; Rehabilitation Programs; Services; *Staff Development; Teamwork; *Vocational Rehabilitation
IDENTIFIERS- *Workforce Investment Act 1998

This report is the outcome of study group that investigated best practices for serving individuals who are deaf and low functioning. It is designed to help State Vocational Rehabilitation (VR) Agencies assist individuals with disabilities in securing competitive employment and is meant to be a source for innovative ideas for program development and a tool for use in training of general VR counselors as well as rehabilitation counselors for individuals with deafness. Chapter 1 frames the areas of consideration when serving individuals who are deaf and low functioning, including education, family, rehabilitation, and environment. Chapter 2 discusses methods of identifying and assessing persons who are low functioning deaf. Chapter 3 describes the importance of school-to-work transition and the roles of family, education, and other service delivery systems throughout the process. Chapter 4 advocates the team approach in achieving employment outcomes. Chapter 5 describes the critical need for qualified staff to serve persons who are deaf and low functioning. The final chapter examines the need for agency assessment of the quality of services provided to this population. Appendices include an explanation of the Workforce Investment Act of 1998, outreach and supported employment, a communication assessment case study, and rehabilitation Web sites. (Contains 73 references.) (CR)

ED 447 640   EC 308 129

Silverstein, Robert
Provisions in the Proposed Regulations Governing the State VR Program Describing the Interplay with the Workforce Investment System.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Agency Cooperation; Compliance (Legal); Delivery Systems; *Disabilities; *Federal Legislation; Federal Regulation; Program Design; *Rehabilitation Programs; *State Programs; *Vocational Rehabilitation
IDENTIFIERS- *Workforce Investment Act 1998

This policy brief identifies and describes the provisions of the proposed regulation describing the responsibilities of a state vocational rehabilitation (VR) agency to design and operate the state VR program as an integral component of the statewide workforce investment system, as envisioned by the Workforce Investment Act of 1998 (WIA). The proposed regulations envision major systemic changes in the operation of the state VR program through the creation of a streamlined, collaborative partnership with other components of the statewide workforce investment system. This new partnership requires a more activist role by state VR agencies regarding the provision of services to persons with disabilities in the VR program itself

308 148-153.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Child Development; *Disabilities; *Early Intervention; Family Involvement; Individualized Family Service Plans; Infants; Models; *Play; Technology; Toddlers; *Toys; Training Methods; Workshops
IDENTIFIERS- New York; Toy Lending Libraries

This final report reviews activities and achievements of the "Let's Play!" project, an effort to apply assistive technology (AT) to promote the play skills of infants and toddlers with disabilities within their natural environments. The federally supported project was designed to assist county early intervention programs and developed, implemented, evaluated, and replicated a service model that focuses on the use of AT supports, loaned to families, to address family-stated play objectives on the Individualized Family Service Plan. During its 3 years of development and 2 years of replication, the project provided more than 2,300 AT/play services to over 400 families, replicated the model in nine New York county early intervention programs, and provided more than 60 training workshops. Unique features of the model include: (1) family direction; (2) the intervention focus on play; (3) selection of low-tech assistive technology; and (4) the lending library of toys and play adaptations. Individual sections of the report detail the project's goals and objectives, conceptual framework, model and participants, logistical problems, evaluation findings, impact, and future activities. Appendices include project forms and brochures, workshops and agendas, library inventory, and examples of promotion and dissemination projects. (Contains 53 references.) (DB)

ED 447 659 EC 308 148

Mistrett, Susan; Lane, Shelly; Goetz, Amy
A Professionals Guide to Assisting Families in Creating Play Environments for Children with Disabilities. Let's Play! Project 1995-2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 52p.; For related Let's Play! project documents, see EC 308 147 and EC 308 149-153.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Child Development; *Disabilities; *Early Intervention; Infants; *Play; Toddlers; *Toys

This guidebook for early intervention personnel was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of "low-tech" assistive technology. An introductory section considers the importance of play for children of this age and is followed by a discussion of the play of children with disabilities. The next two sections consider the differences between therapy and play and the six stages of play development. The following section

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Comparative Analysis; *Crowding; Data Collection; Elementary Secondary Education; *Enrollment Projections; Higher Education; *Private Schools; *Public Schools; Rural Schools; School Construction; Urban Schools
IDENTIFIERS- *Baby Boom Echo

This report examines the severe overcrowding facing U.S. public and private schools in the next decade and the challenges for cities and the suburbs, the need for school construction and the nationwide effort to modernize schools, and the changing cultural diversity of these students. Enrollment statistics from 1970 through 2010 are provided along with comparative data on states, school districts, and urban areas with the largest enrollment increases. Additional enrollment data are listed for public and private 2- and 4-year colleges as are data on public high school graduates by state and region from 1989 through 2010. Data show a projected public school enrollment of 53 million K-12 students and 15.1 million college students by the fall of 2000; and rises in public elementary, high school, and college enrollments are expected to be 12, 19, and 11 percent respectively between the years 2000 and 2010. Increases are expected mostly in the South and West. Beyond the year 2010, the number of school-age children is expected to reach 94 million by 2100, about 42 million more than in 2000. Enrollment projection methodology concludes the report. (GR)

ED 447 684 EF 005 813

Vornberg, James A.; Andrews-Pool, Kimberly
State Support of Educational Facility Construction: A Policy Study.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Summer Conference of the National Council of Professors of Educational Administration (52nd, Juneau, AL, August 4-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Facilities Improvement; Elementary Secondary Education; Financial Support; Public Schools; *School Construction; *State Aid; *State School District Relationship

This study examines the extent to which states fund local school district school construction and renovation projects and explores the governance of that funding. It determines the different types of funding assistance that state departments of education provide to local school districts for their educational facilities and what state-level policymakers and administrators have currently mandated to ensure equity in school facilities for all students. Major findings show that most states fund school construction projects utilizing either full funding, equalization grants, percentage matching grants, flat grants, or state loans. Construction funding, however, is a low priority in the majority of states. Thirty-six percent of the states do not address equity among facilities within the state. State distinctions between funds for construction of new facilities and funds for renovation are minimal. Recommendations are offered that include the need for state evaluation of the adequacy and effectiveness of their current

March 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; *Bilingualism; *English (Second Language); Ethnic Groups; Ethnography; *Friendship; Kindergarten; Kindergarten Children; Limited English Speaking; Longitudinal Studies; Participant Observation; *Power Structure; Primary Education; Second Language Instruction; Second Language Learning; *Sex; Sociocultural Patterns; Sociolinguistics; Spanish Speaking; Transitional Programs

This article draws on data collected during a year-long ethnographic study of six Spanish-dominant English language learners, enrolled in both English-as-a-Second-Language (ESL) and Spanish Transitional Bilingual Education (TBE) "pull-out" programs, in an English kindergarten classroom. The study is based on a theoretical framework that conceptualizes language as the site of social meaning construction and power negotiations. It argues that a focus on effective second language instruction and language acquisition alone are inadequate for understanding and addressing complex learning environments and the needs of language learners. Four broad research questions address the local meanings of bilingualism, gender, and friendship, and how these ideologies, identities, and social relationships relevant to these socially-constructed discourses affect the Spanish-speaking students. Broad-, mid-, and micro-level analyses were conducted using standard interpretive analytic procedures. The study demonstrates how the meanings of these three local discourses and their inherent power dynamics shape students' identities, classroom participation, access to relationships, access to knowledge, and ultimately their investment in school. (Contains 86 references.) (Author/KFT)

ED 447 706 FL 026 483

Calderon, Margarita; Carreon, Argelia
A Two-Way Bilingual Program: Promise, Practice, and Precautions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Change Strategies; Classroom Techniques; Educational Change; Elementary Secondary Education; *English (Second Language); Foreign Countries; Language Minorities; Multicultural Education; *Politics of Education; Professional Development; *Program Evaluation; Second Language Instruction; Second Language Learning; Spanish Speaking; Student Evaluation; *Teacher Education
IDENTIFIERS- Mexico; *Proposition 227 (California 1998); Two Way Bilingual Education; Vygotsky (Lev S)

In spite of political pressure, bilingualism is emerging as a strategy for improving the academic achievement of all students. Two-way bilingual or dual-language programs integrate language-minority and language-majority students for instruction in two languages. Site-based decision making has enabled schools in cities that border with Mexico to implement two-way bilingual programs in which minority and majority students can become bilingual, biliterate, and bicultural.

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; English (Second Language); *Faculty Development; *Knowledge Base for Teaching; Language Acquisition; *Language Role; *Linguistics; Literacy; Second Language Learning; *Teacher Education
IDENTIFIERS- ERIC Digests

The promise of education reform is that all children will receive a quality education. However, there are enormous challenges to reform, including resource inequities, an aging teaching force, and public doubts about school effectiveness. Moreover, school reform policies place enormous strain on teachers and students. Teachers need to implement new curricula and ensure that they are providing appropriate instruction. Students--including English language learners--must learn challenging content and pass statewide assessments in order to graduate in many states. These new demands coincide with the well-documented changing face of the U.S. student population. More teachers are responsible for the education of children from diverse backgrounds--children who speak little or no English upon arrival at school, children who may have had interrupted schooling in their home country, and children whose families may have had little exposure to the norms of U.S. schools. In general, the U.S. teaching force is not well prepared to help culturally diverse children succeed academically and socially, because preservice teacher preparation programs have not offered sufficient opportunities for learning how to teach culturally diverse students. As a result, many teachers have been learning on the job. Fillmore and Snow (2000) assert that teachers need an understanding of educational linguistics--how language impacts teaching and learning--to do their work well. They argue that knowledge about language will enhance teachers' practice in general, and in particular, it will aid them in teaching literacy. This digest focuses on principles and structures for professional development of practicing teachers that can help them gain the knowledge they need about language and on some challenges to overcome for providing good professional development opportunities. (Contains 11 references.) (VWL)

ED 447 724 FL 026 526

Gonzalez, Josue E.; Darling-Hammond, Linda
Programs That Prepare Teachers To Work Effectively with Students Learning English. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; *English (Second Language); *Faculty Development; Higher Education; *Inservice Teacher Education; Language Minorities; *Preservice Teacher Education; *Program Descriptions; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

Schools and teacher education programs have begun to rethink preservice and inservice professional development to take into account the need for teachers to work effectively with students learning English. New approaches to teacher education are based training of young people; supporting adult learners; encouraging learning businesses; transitional arrangements and a timetable for implementing the proposals; and related issues on which interested parties are invited to comment. Appended are the following: discussion of the proposed policy's implications for Scotland, Wales, and Northern Ireland; information for monitoring and evaluation; and current inspection and quality assurance arrangements. The bibliography contains 30 references. A glossary is included. (MN)

ED 447 254   CE 080 391

Michalopoulos, Charles; Card, David; Gennetian, Lisa A.; Harknett, Kristen; Robins, Philip K.
The Self-Sufficiency Project at 36 Months: Effects of a Financial Work Incentive on Employment and Income.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 151p.; For related documents on the Self-Sufficiency Project, see ED 418 334, ED 432 693 and CE 080 392.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; Developed Nations; *Employment Patterns; Foreign Countries; *Incentive Grants; *Income; Marital Status; Poverty; Program Effectiveness; Program Evaluation; Wages; *Welfare Recipients; Welfare Services; Work Attitudes
IDENTIFIERS- British Columbia; Impact Studies; New Brunswick

This report previews the Self-Sufficiency Project's (SSP's) longer-term effects by looking at these four related issues: wage progression, job retention, marital status, and attitudes toward work. A companion report, available separately, examines SSP's effects on children. Chapter 1 discusses the SSP research and demonstration project that offered a temporary earnings supplement to selected long-term Income Assistance (IA) recipients in British Columbia and New Brunswick, Canada. Chapter 2 describes impacts of SSP on employment, income, and welfare receipt for about three years. It reports that SSP increased employment, full-time employment, earnings, and cash transfer payments and reduced use of IA and poverty. Chapter 3 discusses impacts of SSP on employment stability, wage growth, marital status, and attitudes. It reports that SSP increased stable full-time employment and generated a fair amount of wage growth; and more members of the program group felt they had greater control over their lives and had married. Chapter 4 presents a means of inferring characteristics of supplement recipients and estimates their wage growth. It reports that SSP's supplement offer encouraged work among people least likely to work on their own and that wage growth was similar both for people who went to work because of it and for those who would have worked without it. Appendixes contain supplemental data and 22 references. (YLB)

ED 447 255   CE 080 392

Morris, Pamela; Michalopoulos, Charles
The Self-Sufficiency Project at 36 Months: Effects on Children of a Program That Increased Parental Employment and Income.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 186p.; For related documents on the Self-Sufficiency

apprenticeship training, and public sector employment. In addition to the employment programs and services available to assist low-income youths nationwide, various states offer special assistance to low-income youths with limited skills. Young adults may encounter several obstacles as they move from school to work. In addition to job training and job placement assistance, many youths need the following types of services: mentoring; pregnancy prevention and services to teen parents; assistance to domestic violence victims; substance abuse counseling; and transportation. Funding for such services is available through various government agencies, philanthropic foundations, and private employers. The following are among notable innovative programs: Detroit's "Focus: HOPE" program, which emphasizes work force development for well-paying jobs; the Los Angeles/Watts and Eastside Empowerment Zone; and the Iowa Volunteer Mentor Program. (Contains 12 resource contacts and 19 publications available on the World Wide Web.) (MN)

ED 447 271   CE 080 861

Technology: Transforming Federal Training. Report to the President.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Educational Technology; Employer Employee Relationship; Employment Practices; *Federal Government; Federal Programs; *Futures (of Society); Government School Relationship; *Job Skills; Job Training; *On the Job Training; Postsecondary Education; Professional Development; Purchasing; *Technological Advancement

The federal government's ability to provide the services and products that the American public expects depends on the talents and skills of the federal workforce. Therefore, federal employees must undertake retraining to learn new skills. Accelerating the use of learning technology will contribute to the learning process. A federal task force on training technology accomplished the following: implemented 13 agency individual learning account pilot programs in the Office of Personnel Management (OPM); established a joint OPM and Office of Management and Budget (OMB) initiative to help agencies to better plan the allocation of training resources; developed consensus standards for e-learning; administered the first government-wide electronic survey on learning technology; and established the training technology implementation group. Task force recommendations include the following: (1) create a steering committee and one-stop shop for federal training technology; (2) make training a strategic planning priority for all agencies; (3) establish a government-wide fund for learning technology innovation grants; (4) launch a campaign to educate decision-makers on the advantages of using learning technology; and (5) develop a program to promote existing procurement flexibilities for agency acquisition of learning. (KC)

ED 447 272   CE 080 862

Stenstrom, Marja-Leena, Ed.
Reflections on Post-16 Strategies in European Countries. Interim Report of the Leonardo da Vinci/Multiplier Effect Project III.3.a. Priority 2: Forging Links between Educational Establishments and Enterprises (1997-2000) ID 27009. Working

ED 447 288 CE 080 922

Vandewalle, Diederik
Higher Education and Development in Arab Oil Exporters: The UAE United Arab Emirates in Comparative Perspective.
PUB DATE- 00
NOTE- 15p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adult Learning; Comparative Analysis; Developing Nations; *Economic Development; *Education Work Relationship; Educational Environment; *Educational Improvement; *Educational Needs; Educational Objectives; Educational Planning; Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); Government School Relationship; Higher Education; Lifelong Learning; Models; Needs Assessment; Policy Formation; Political Issues; Political Socialization; Strategic Planning; *Technical Education; Trend Analysis
IDENTIFIERS- Global Economy; Indonesia; Information Economy; Malaysia; Morocco; National Development; Oil Cartels; Singapore; *United Arab Emirates; Yemen

As exporters of oil in the Middle East and throughout the world, the United Arab Emirates (UAE) must address the following challenges in the area of development and economic growth: (1) an increasingly integrated world economy in which technology and knowledge will be paramount; (2) the need to diversify its economy from a natural resource-based economy that will inevitably decline in the century ahead; and (3) the challenge of keeping the state as a political community relevant to its citizens. An examination of the UAE's situation against the backdrop of economic growth and educational issues in small countries such as Morocco, Indonesia, Malaysia, Yemen, and Singapore reveals that the responses of societies in countries with hydrocarbon-based economies to inflows of revenues are much more complicated and diversified than many authors have previously argued. The examination further reveals that, for states such as the UAE, a viable economic future is a race against time that can only be won with an integrated triangle consisting of educational policies, state actions, and maximization of economic opportunities. The key to the UAE's future depends on continued development and maintenance of a knowledge-based economy and continual reappraisal of the fundamental and traditional relationship between work, learning, and education. (MN)

ED 447 289 CE 080 923

Baird, John
A Challenge for Teachers and Students in the 21st Century: How To Cope with Personal Ignorance and Generate Knowledge in an Information-Centred World.
PUB DATE- 00
NOTE- 14p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English

increased internal output and profitability through exchange channels with firms. (YLB)

ED 447 305 CE 080 939

Matricardi, Giorgio; Muratori, Rosanna; Porro, Rita; Pirola, Elisabetta; Capozza, Angela
Science Education and Controversial Issues: A Case Study.
PUB DATE- 00
NOTE- 13p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; *Constructivism (Learning); *Controversial Issues (Course Content); Current Events; Developed Nations; Elementary Secondary Education; *Environmental Education; Environmental Influences; Foreign Countries; Mass Media Effects; *Mass Media Use; Natural Disasters; Research Utilization; *Role of Education; *Science Education
IDENTIFIERS- *Italy (Genoa)

A constructivistic learning process was used with primary and secondary students in Genoa, Italy, to approach the problem of the diffusion of the alloctonous algae Caulerpa taxifolia in the northwestern Mediterranean Sea. Because of the lack of a continuous research program in Italy, the media played a heavy role in the transfer of information to the public, and an incomplete report by media personnel often caused great confusion in readers. To reach a self-made opinion about the Caulerpa case, students discussed all general information they could find. They observed that the opposite information often reported by the media prevented people from understanding the ecological problem and participating in its solution, but the group declared the scientists "must" know the answers to the problems produced by the exponential diffusion of the species. The learning process supported the disciplinary curriculum of the classes, allowing them to experience the scientific method and to construct knowledge. Discussion of evidence of differences arising from comparison of scientific reprints and the media promoted an awareness learning. Analysis of the concept map prepared by secondary students and the theater script of primary ones verified the positive impact of the process on students' knowledge. Some basic ecological concepts were well understood. (Contains 21 references.) (YLB)

ED 447 306 CE 080 940

Kader, Abdullah
Transformation of Information Technology into Information Resources in the 21st Century in the GCC.
PUB DATE- 00
NOTE- 23p.; GCC stands for Gulf Cooperation Council. In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays

Activities; *Learning Disabilities; Learning Modules; Mainstreaming; Postsecondary Education; Special Needs Students; Student Attitudes; *Student Empowerment; *Student Rights
IDENTIFIERS- *United Kingdom

This learning pack explains the rights guaranteed to students with learning difficulties in the Charter for Learning, which was written by and for students in the United Kingdom. The learning pack, which is intended for learning-disabled students and the staff who work with them, begins with an overview of the content of the Charter for Learning and its role as a tool for self-advocacy. Chapter 1 discusses the charter's development and shares some learning-disabled adults' comments about their rights. Chapters 2-10 discuss the rights of the learning disabled to take the following actions or to obtain the following things: choose and attend classes and have access to clear, understandable information; be able to complete a course to get a job; the right to have fun learning; have the chance to make friends and learn in a nice place; be treated as adults with respect and not be bullied; have good access, good teaching, and support; and speak up. The following items are also included: a 10-point action plan; 15 questions for managers; a list of 12 useful books and organizations; a word bank defining 43 words related to the charter; and audiotapes of the learning pack's contents. (MN)

ED 447 323   CE 080 968

Thompson, Jane, Ed.; Shaw, Mae, Ed.; Bane, Liam, Ed.
Reclaiming Common Purpose. Special Millennium Issue, Summer 2000.
PUB DATE- 00
NOTE- 53p.; Collaborative issue of Adults Learning, "Concept," and "The Adult Learner, 2000."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Adult Students; Citizenship Education; Community Education; Developed Nations; Developing Nations; Economic Change; Educational Cooperation; Educational Environment; *Educational Needs; Educational Objectives; Educational Opportunities; Educational Philosophy; *Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); Global Approach; Government School Relationship; International Cooperation; International Educational Exchange; Lifelong Learning; Outcomes of Education; Partnerships in Education; Political Socialization; *Popular Education; Postsecondary Education; *Progressive Education; Role of Education; *Social C
Brazil; Ireland; Scotland; South Africa; United Kingdom
IDENTIFIERS- Brazil; Ireland; Scotland; South Africa; United Kingdom

This document contains 11 papers about the potential for progressive educational practice in the United Kingdom and elsewhere. "Editorial" (Mae Shaw, Jane Thompson, Liam Bane) discusses the tradition of common purpose in education and the need to tackle social exclusion, educate for active citizenship, and promote lifelong learning and adult and community education. "Returning to the Northern City" (Jane Thompson) discusses current social, economic, and political conditions in the working class neighborhood where she grew up in Northern England. "Contesting Citizenship" (Ian Martin) explores competing traditions of citizenship, learning democracy, linking the local and the global, and stretching the policy discourse. "Making Connections" (Ursula Coleman) considers the nature and purpose of adult education in the

Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; Adult Education; Adult Learning; Adult Programs; *Adult Students; Biographical Inventories; Check Lists; Community Colleges; *Counseling Techniques; *Educational Counseling; *Educational Needs; Individualized Education Programs; Inservice Teacher Education; Integrated Curriculum; Learning Activities; Lifelong Learning; Models; *Needs Assessment; Orientation; Planning; Questionnaires; Records (Forms); *Student Educational Objectives; Teacher Workshops; Two Year Colleges; Writing Assignments

IDENTIFIERS- Equipped for the Future; *New River Community College VA

This document, which was developed for the orientation component of the adult education program at New River Community College in Virginia, contains lessons, forms, and other materials intended to assist teachers looking for orientation ideas that are clear, attractive, and easy to use and that integrate the goals of Virginia's Equipped for the Future (EFF) initiative. The document begins with background information about the EFF orientation project. Presented next are a form for submitting activities and a biographical sketch outline to be used in gathering biographical data from article authors who attended the project's year-end staff meeting. The remainder of the document consists of the following materials: (1) lifelong learning goals questionnaire; (2) handout detailing a writing assignment to allow students to state their expectations and needs while demonstrating creative thinking and their writing ability; (3) activity requiring project learners to develop personal learning plans; (4) activity designed to help use item analysis to identify their skill gaps; (5) activity allowing students to use item analysis to set short-term goals; (6) adult basic education student personal goals checklist; (7) activities to help learners develop project plans (an individual learning plan, a project plan, and a personal learning plan); and (8) orientation checklist. (MN)

ED 447 341 CE 080 994

Partners: Students and Tutors Write about Learning Together.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.; National Inst. for Literacy, Washington, DC.; Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 36p.; The National Learning Disabilities Training and Dissemination Project is a collaborative effort of Laubach Literacy Action and Literacy Volunteers of America.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Learning; Adult Literacy; Adult Programs; *Adult Students; Attitude Change; Community Education; Educational Attitudes; Educational Improvement; *Learning Disabilities; *Literacy Education; *Partnerships in Education; Pilot Projects; Program Development; Program Effectiveness; Questionnaires; Services; State Surveys; Student Attitudes; Student Developed Materials; Teacher Attitudes; Teacher Developed Materials; *Teacher Student Relationship; *Tutors; Writing (Composition)

IDENTIFIERS- *Virginia

The Virginia 1999-2000 Learning Disabilities Training and Dissemination (LDTD) project was undertaken to improve educational services to adults with learning disabilities.

some point during the academic year. Findings were from the second round of the National Longitudinal Survey of Youth 1997, a nationally representative sample of about 9,000 young men and women born during 1980-84. Respondents were ages 12-17 when first interviewed in 1997 and 13-19 when interviewed in 1998-99. Their employment experiences during the school year and summer were divided into the following two categories: "employee" jobs, in which youths have an ongoing relationship with a particular employer; and "freelance" jobs, e.g. babysitting or yard work. Even at ages younger than 16, working during the academic year was common; 18 percent of those age 14 at the beginning of the 1997-98 school year worked in an employee job at some point during the school year; for those age 15 at the beginning of the school year, just under 40 percent worked at an employee job; from age 14 to 16, youths worked more in employee jobs and less in freelance jobs; females were much less likely than males to hold an employee job while 14 or 15; females and males were about equally likely to hold an employee job while age 16; and a majority of 12- and 13-year-olds engaged in some work activity. (A technical note describes the sample, provides definitions, and presents four tables and a graph illustrating survey results.) (YLB)

ED 447 358   CE 081 027

Taylor, Kathleen; Marienau, Catherine; Fiddler, Morris
Developing Adult Learners: Strategies for Teachers and Trainers. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 391p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Educators; Adult Learning; *Adult Students; Andragogy; Change; Constructivism (Learning); Experiential Learning; *Learning Strategies; *Learning Theories; Mentors; Reflective Teaching; Self Congruence; Student Characteristics; Teacher Education; Teaching Methods; *Transformative Learning

This book is designed to influence adult educators to make more intentional choices toward developmental growth in their work with adult learners. Part 1 provides a rationale for attending to developmental growth of adult learners and a framework of intentions to encourage such development. Chapter 1 describes characteristics of adult learners and links changes adults experience with development and learning. Chapter 2 explores intersections between learning and development, drawing on constructive-developmental theory and theories of adult and experiential learning. Chapter 3 examines developmental intentions as a framework for educational practice. Part 2 contains nearly 70 activities divided into Chapters 4-10, each focused on one strategy that incorporates these developmental intentions: assessing, collaborating, experimenting, imagining, inquiring, performing-stimulating, and reflecting. Each activity has these eight parts: title; contributor; list of developmental intentions; context; description; processing tips; contributor's commentary; and references. Part 3 focuses on the facilitator's role. Chapter 11 examines aspects of practice that emerged from analysis of the strategies. Chapter 12 focuses on educator development and explores the importance of conscious reflection on practice. Chapter 13 examines costs births to inquire further into the phenomenon of motivation. (Contains an appendix with examples of early writings of the triplets.) (Author/JDM)

ED 447 379 CG 030 479

Newman, E. Jean
School Violence: A Literature Review.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Delinquency; Elementary Secondary Education; *Journal Articles; Juvenile Gangs; Literature Reviews; Mass Media Role; Peer Influence; Prevention; *School Safety; *Violence

In this literature review on school violence, over 4,000 sources were found in government reports, journal articles, editorials, and texts. This review is offered as a reference, with the implication that it represents only a cursory overview of this field of study. The paper begins by quoting articles that define school violence and theories as to why violence is occurring. Youth gangs are looked at by a number of sources. Student perceptions of violence are also highlighted. The influence of the media, profiles of individual cases, and articles on remediation and prevention are all cited. The literature review concludes with a look at system intervention programs targeted at making schools safer. (Contains 110 references.) (Author)

ED 447 380 CG 030 480

High School Counselor's Handbook, 2001-2002.
PUB DATE- 01
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Guidance; *College Bound Students; Family Financial Resources; *Government Publications; High School Students; High Schools; School Guidance; *Student Financial Aid
IDENTIFIERS- Department of Education

This handbook aims to help high school counselors advise students about financial aid for postsecondary education. It focuses on the student financial aid programs administered by the U.S. Department of Education. Supplementary materials are also included on ways to encourage high school students to consider postsecondary education as an avenue to rewarding careers. Part One begins with general information about postsecondary opportunities and describes sources of aid, general eligibility requirements, loan default and choice of school, and opportunities for disadvantaged students. Part Two discusses the application process, talks about deadlines, and provides step-by-step instructions for completing the free application for federal student aid (FAFSA). Appendices include: sources of additional information, directory of state agencies, and sample

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *Counseling Psychology; *Counselor Training; *Doctoral Degrees; *Graduate Students; Higher Education; National Surveys; *Psychology; Teaching (Occupation)

This paper considers whether professional psychology programs are adequately preparing graduate students for post-doctoral careers in light of recent changes in the profession. It describes a national survey to assess the perceived adequacy of the preparation that clinical, counseling, and school psychology doctoral students receive for their postgraduate careers. Students (N=882) enrolled in clinical, counseling, and school psychology doctoral programs were surveyed to explore their career interests; satisfaction with preparation provided by their coursework and supervision; and their perceptions of their preparation for work in different professional settings. The survey determined that students' professional interests tended to shift as they progressed through graduate school towards both research and teaching. Graduate students' ultimate interest in research and college teaching was significantly associated with perceived quality of their coursework and supervision. Doctoral students generally believed that their coursework provided them with a good foundation for their postdoctoral careers, however certain courses were viewed as significantly more helpful than others. Clinical Psy.D. students rated their coursework as more relevant to their careers than both clinical and counseling Ph.D. students. Towards the end of their doctoral studies, students from all programs felt more prepared to enter a career in clinical work rather than academia. (Author/JDM)

ED 447 400   CG 030 533

Landreth, Garry L., Ed.
Innovations in Play Therapy: Issues, Process, and Special Populations.
PUB DATE- 01
NOTE- 369p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Autism; Child Abuse; Childhood Needs; *Children; Chronic Illness; *Counselor Training; *Cultural Awareness; Disabilities; Group Therapy; *Individual Needs; Old Old Adults; *Play Therapy
IDENTIFIERS- Brief Therapy; Chinese People; Mutism; Traumas

This book is a compilation of discussions on current issues in play therapy. It is designed to help therapists fill in the gaps about working with special populations, which is often not directly addressed in other play therapy resources. The object of the book is to bring together information related to issues and dynamics of the process of this type of therapy. Specific dimensions of play therapy that contribute to the therapeutic process are explained. Part 1 deals with special considerations for the role of the play therapist and covers cultural considerations for play therapy, including a chapter on needed modification when working with Chinese children, what therapists need to know about medication, and legal and ethical issues. Part 2 discusses clinical innovations in play therapy as a diagnostic tool when working with physically abused or sexually abused children. Part 3 presents innovative procedures

This paper provides an overview of Accelerated Reader, a system of computerized testing and record-keeping that supplements the regular classroom reading program. Accelerated Reader's primary goal is to increase literature-based reading practice. The program offers a computer-aided reading comprehension and management program intended to motivate students to read more and better books, believing that students who read well will do better in all other subjects. Accelerated Reader is currently used in approximately 43,000 schools throughout the United States. While the program is available for K-12, most of the sites using it are elementary and middle schools. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 421   CS 014 115

Breakthrough to Literacy.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Emergent Literacy; *Individualized Reading; *Instructional Effectiveness; Instructional Materials; Preschool Education; Primary Education; *Program Content; Program Descriptions; *Reading Programs; Reading Research

This paper provides an overview of Breakthrough to Literacy, a research-based early literacy program that combines interactive software, quality print materials, take-home materials and staff development to provide individualized reading instruction for students. It uses technology to help children understand the relationship between sound, print, and meaning. Kits are offered for three grade levels: prekindergarten, kindergarten, and first grade. Breakthrough to Literacy currently serves more than 40,000 children in 36 states. Major program components include: daily story reading (with particular objectives); interactive computer software (with individually tailored lessons through which students progress at their own pace); integrated print and computer curriculum materials; assessments; print materials (for shared, guided, and independent reading and for writing activities); staff development; and take-home materials (children and parents are encouraged to read together at home). Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 422   CS 014 116

Carbo Reading Styles.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Elementary Education; *Instructional Effectiveness; Instructional Materials; Junior High Schools; *Program Content; Program Descriptions; Reading

of Governing Bodies of state schools in England. Among other things, the guide covers the role of governors and how to get started in a literacy policy. It includes illustrations of the different approaches taken by schools, questions that governors could ask, and a list of 48 diverse resources. The guide is divided into the following sections: Introduction; (1) Developing a School Literacy Policy; (2) The Literacy Governor; (3) Primary Schools and the National Literacy Strategy; (4) Other National Literacy Initiatives; (5) Literacy in Secondary Schools; (6) Partnership with Parents; (7) Working with the Community; and (8) Resources for Governors. (NKA)

ED 447 443 CS 014 140

Kenney, Lawrence M., Ed.
The Reading Professor: Publication Forum for Professors of Reading Teacher Educators, 1999-2000.
PUB DATE- 00
NOTE- 237p.; A journal of the International Reading Association Special Interest Group called Professors of Reading Teacher Educators (PRTE).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Literacy; Professional Development; *Reading Consultants; *Reading Instruction; *Reading Teachers; Teacher Education
IDENTIFIERS- Special Interest Groups

A special interest group of the International Reading Association publishes a scholarly journal, "The Reading Professor: The Journal of Professors of Reading Teacher Educators." In Volume 22, No. 1, Fall 1999, the following articles are featured: "Young Children Draw Their Images of Literacy" (Roberta A. McKay and Maureen E. Kendrick); "A Comparison of Teachers' Knowledge and Use of Content Literacy Strategies" (Mary E. Howe; Rich Radcliffe; Bonnie Higginson); "Teaching Reading in Inner-City Schools: Teacher Educators Learning from Teachers' Perspectives" (Carol Leroy and Mary Cronin); "Photo Story Writing: Integrating All Language Modes in Teaching Literacy to Elementary ESL Students" (Ping Liu and Richard Parker); and "Interpretive Comprehension: What the NAEP Results Mean for Teachers" (Dale Johnson and Bonnie von Hoff Johnson). In Volume 22, No. 2, Spring 2000, the following articles are featured: "Digital Literacy Portfolio Series: Purpose, Development, Implementation" (Elizabeth Baker); "An Answer to the Shortage of Secondary Reading Teacher Educators" (Gloria A. Neubert); "Identifying Evaluation Norms of Reading Faculty in Higher Education" (Mary B. Campbell); "Voices from the Field: Preservice Teachers' Cases as Sources of Information for Field-Based Teacher Preparation" (Janet C. Richards and Joan P. Gipe); and "Content Area Reading: Why Do I Have To Take This Class" (Patricia Luse Smith). (NKA)

ED 447 444 CS 014 141

van Kraayenoord, Christina E.
Features of Communities of Literacy Practice.
PUB DATE- 00
NOTE- 10p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Matanzo); "Urban College Developmental and High School English Teachers Working Together" (Chet Laine; Connie Robinson; Barbara Wallace); "Oral Language: The Roots of Writing in a College Developmental Classroom" (Michaeline Laine); "Student Perceptions of Literacy Gains from Internet Access and HTML Home Page Construction" (Ray Wolpow); "When Children Are Victims: Making the Case for Bibliotherapy" (Cindy Gillespie Hendricks and James E. Hendricks); "What Is a Concept of Literacy?" (Woodrow Trathen and Michael Dale); "Media Literacy: The Practice of Reading Popular Culture" (Donna Alvermann); "Defining Literacy: A Caution from a Critical Conscience" (Cheri Foster Triplett); "Literacy: A Socio-Cultural Perspective" (Gary Moorman and Woodrow Trathen); "Looking for Our Literacy Roots in All the Right Places" (Rick Erickson and Others); "Reaction to 'Looking for Our Literacy Roots in all the Right Places'" (Eunice N. Askov); and "Seeking Agreement in Literacy Beliefs" (Mona W. Matthews; Laurie Elish-Piper; Jerry L. Johns; Victoria Risko). Individual papers contain references. (HKA)

ED 447 463 CS 014 163

Telfer, Richard J., Ed.
Literacy Conversations: Family, School, Community. Yearbook of the American Reading Forum, 1999. Papers from the American Reading Forum Annual Conference, 1998 .
SPONS. AGENCY- Wisconsin State Univ., Whitewater.
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Higher Education; Internet; *Literacy; Mentors; Oral History; Teacher Education; *Thematic Approach; Yearbooks
IDENTIFIERS- *American Reading Forum

The theme of the 1998 conference of the American Reading Forum was "Literacy Conversations: Family, School, and Community." Many papers in this proceedings address this theme directly, emphasizing different types of literacy conversation. Responses to the theme are diverse, encompassing the use of personal histories, therapeutic conversations, official languages, and the rights of readers. Papers in the proceedings are: Keynote Session--"Reading versus Reading 'Something': A Critique of the National Academy of Sciences' Report on Reading" (James Paul Gee); Keynote Session--"Getting to the Heart of the Matter: Literacy as Value Commitments" (Carolyn P. Panofsky); "The Literacy Recollections Project: Building Reading Courses on Oral Literacy Narratives in Teacher Education" (Woodrow Trathen and Michael Dale); "Oral History Interviews as Instructional Learning 'Texts'" (Constance J. Ulmer); "Literacy Recollections Website" (Gary Moorman); "Lit-L. Reflections" (Susan Dean Gilbert); "The Official Language of Literacy" (Rick Erickson; Tom Cloer; Alice Randlett); "Reaction: A Critical Look at 'The Official Language of Literacy'" (Eunice N. Askov); "An Exploration of the Reader's Bill of Rights" (Laurie Elish-Piper; Mona W. Matthews; Jerry L. Johns; Victoria Risko); "Using Our Own Literacy Histories to Inform Practice" (Steve Trowbridge and John C. Stansell); "Using Literacy Conversations for Healing: The Significant Conversationalists" (Cindy Gillespie Hendricks; James E. Hendricks; Lessie L. Cochran); "Wirklichkeitswund und Wirklichkeit Suchend (Stricken By and Seeking Reality): Literacy Conversations Which Restore

Optimizing Every Child's Language Growth through Family Literacy; (3) Understanding Language Development during Early Childhood; (4) Helping Young Children become Better Listeners; (5) Supporting the Speaking Abilities of the Very Young; (6) Facilitating Young Children's Expression through Drawing and Writing; (7) Fostering Growth in Emergent Literacy and Early Reading; (8) Using Narratives and Storytelling to Foster Children's Growth in Literacy; (9) Leading Young Children to Literature; (10) Designing and Managing a Language Arts Program; and (11) Documenting Children's Progress in the Language Arts. Contains approximately 900 references. (RS)

ED 447 479   CS 217 130

Gillespie, Paula; Lerner, Neal
The Allyn and Bacon Guide to Peer Tutoring.
PUB DATE- 00
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Discourse Analysis; Ethics; Higher Education; *Peer Teaching; *Training; *Tutoring; *Writing Instruction; Writing Processes; Writing Research

This book is about tutoring writing--about the techniques of tutoring, the theoretical and practical background that tutors will need to be successful--and the specific issues that make writing center work both challenging and rewarding. The structure of the book mirrors the structure of tutor training, starting with overviews of the writing and tutoring process (Chapters 2 and 3); followed by some self-examination of what one brings to tutoring (Chapter 4); and then concrete instruction in observing (Chapter 5); trying out the roles of tutor, writer, and observer (Chapter 6); practicing with students' essays (Chapter 7); and then making sense of those first tutoring experiences (Chapter 8). The book also includes chapters providing more depth on "specialized" topics: reading in the writing center (Chapter 9); working with non-native English speakers (Chapter 10); conducting writing center research through discourse analysis (Chapter 11); tutoring on-line (Chapter 12); and viewing tutoring through the lens of writing center ethics (Chapter 13). The conclusion of the book anticipates common scenarios and offers some general advice on how to deal with those potential challenges (Chapter 14). (Contains a 35-item list of recommended readings and 57 references.) (RS)

ED 447 480   CS 217 135

Fowler, Dorothy; Frey, Jean
Teaching Phonics in the Literature-Based Classroom. Bill Harp Professional Teachers Library.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Early Childhood Education; *Phonics; Reading Improvement; *Reading Instruction; Word

gain insight into reflections about and reactions to the experience. Findings indicate growth and benefits for both groups of students related to their participation in the project. (Author/RS)

ED 447 500   CS 217 311

Schell, Eileen E., Ed.; Stock, Patricia Lambert, Ed.
Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education.
PUB DATE- 01
NOTE- 409p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Rank (Professional); *Adjunct Faculty; *Collective Bargaining; *College English; Educational Change; *Employment Practices; Faculty College Relationship; Faculty Development; Higher Education; *Nontenured Faculty; Teaching Conditions
IDENTIFIERS- Employment Enhancement Strategies; Labor Organizers

This book addresses the counterproductive conditions in which part-time and non-tenure-track composition faculty must teach, using case studies, local narratives, and models for ethical employment practices. It presents and evaluates a range of proactive strategies for change, both for local conditions and broader considerations. Section 1, Transforming the Cultural and Material Conditions of Contingent Writing Faculty: The Personal and the Institutional, includes the following 5 chapters: (1) "Shadows of the Mountain" (Chris M. Anson and Richard Jewell); (2) "Non-Tenure-Track Instructors at UALR: Breaking Rules, Splitting Departments" (Barry M. Maid); (3) "The Best of Times, the Worst of Times: One Version of the 'Humane' Lectureship" (Eva Brumberger); (4) "The Material and the Cultural as Interconnected Texts: Revising Material Conditions for Part-Time Faculty at Syracuse University" (Carol Lipson and Molly Voorheis); and (5) "Trafficking in Freeway Flyers: (Re)Viewing Literacy, Working Conditions, and Quality Instruction" (Helen O'Grady). Section 2, Collectivity and Change in Non-Tenure-Track Employment: Collective Bargaining, Coalition Building, and Community Organizing, contains the following 6 chapters: (6) "The Real Scandal in Higher Education" (Walter Jacobsohn); (7) "Faculty at the Crossroads: Making the Part-Time Problem a Full-Time Focus" (Karen Thompson); (8) "How Did We Get in This Fix? A Personal Account of the Shift to a Part-Time Faculty in a Leading Two-Year College District" (John C. Lovas); (9) "A Place to Stand: The Role of Unions in the Development of Writing Programs" (Nicholas Tingle and Judy Kirscht); (10) "Same Struggle, Same Fight: A Case Study of University Students and Faculty United in Labor Activism" (Elana Peled, Diana Hines, Michael John Martin, Anne Stafford, Brian Strang, Mary Winegarden, and Melanie Wise); and (11) "Climbing a Mountain: An Adjunct Steering Committee Brings Change to Bowling Green State University's English Department" (Debra A. Benko). Section 3, Rethinking Non-Tenure-Track Faculty Roles and Rewards, contains the following 3 chapters: (12) "Distance Education: Political and Professional Agency for Adjunct and Part-Time Faculty, and GTAs" (Danielle DeVoss, Dawn Hayden, Cynthia L. Selfe, and Richard J. Selfe, Jr.); (13) "The Scholarship of Teaching: Contributions from Contingent Faculty" (Patricia Lambert Stock, Amanda Brown, David Franke, and John Starkweather); and (14) "What's the Bottom-Line? Literacy and Quality Education in the Twenty-First Century" (Eileen E. Schell). Contains over 800

Film Study; *Films; Higher Education; *Mass Media Effects; Mass Media Role; *Mythology; Rhetorical Criticism
IDENTIFIERS- *Heroes; Kant (Immanuel)

This paper analyzes the interesting narrative structure of the hero-quest myth contained within the 1999 film, "The Matrix," and explicates the implications of this message upon the audience. Initially, the relevance of myth to movies and the format of Joseph Campbell's hero-quest is illustrated. This format is then applied to "The Matrix" in order to highlight its coherence with the traditional hero-quest. New theory must be advanced to draw ontological states of being out of the philosophies of I. Kant and A. Schopenhauer in order to describe the phenomenal, pre-noumenal, and noumenal states of being among characters in this film. This proposed theory describes how "The Matrix" adheres to the stages of the hero-quest--separation, initiation, and return. This film is shown to be a powerful myth for alienated and disempowered individuals in technologically driven communities such as the United States. The narrative impacts of this film upon the rhetorical community in which it is couched are explicated; the empowering and disempowering aspects to "solitary enlightenment" are displayed in an effort to promote and protect the affected community. The maxim of "justifiably killing disillusioned humans in order to save them" by the "enlightened individuals" is particularly troubling in regard to issues of community security. "The Matrix," grossing over $350 million in under a year, was a very successful film with sequels currently in production. Rhetorical critics must look at this modern hero-quest and examine what makes it so effective at appealing to our heroic appetites and what benefits and dangers it offers in regard to audience action and reaction. Contains 47 references. (Author/RS)

ED 447 520 CS 510 432

Schamber, Jon F.; Stroud, Scott R.
The Prophet of Revealed Knowledge: Richard Brother, the Prince of the Hebrews and Nephew of the Almighty.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Case Studies; *Clergy; *Leaders; *Persuasive Discourse; *Religion; Rhetorical Criticism
IDENTIFIERS- Apocalypticism; Charisma; Eighteenth Century; Message Transmission; *Rhetorical Strategies; Textual Analysis

Seeking the answers as to what makes one speaker more charismatic than another and why some speeches are merely effective while others move audiences to a transcendent state is a difficult task. This paper follows up on this challenge and seeks to provide some answers as to how the prophetic works of Richard Brothers moved his followers to a fervent state. The paper provides a brief description of the prophetic career of Brothers (b.1757) in 18th-century London; a summary of the literature on charisma (considered the result of a complex interaction among situation, personality, message, and audience); an analysis of Richard Brothers' charisma as a prophet, focusing on his apocalyptic writings; and observations

Texas Dragging Death" (Barbara Friedman); "Daily Newspaper Use of Web Addresses: Longitudinal Analysis of New Content Form" (Jean M. Trumbo and Craig W. Trumbo); "Two Topic Teams and How They Grew: Education and Public Life at 'The Virginian-Pilot'" (Leslie-Jean Thornton); "A Functional Analysis of New Hampshire Presidential Primary Debates and Accompanying Newspaper Coverage" (Bryan Reber); "To Quell the Quarrels--Examining 'The Philadelphia Inquirer's' Israeli/Palestinian Coverage" (Judith Sylvester and H. Denis Wu); "Computer-Assisted Reporting in Michigan Daily Newspapers: More Than a Decade of Adoption" (Lucinda D. Davenport, Fred Fico and Mary Detwiler); "When the Shooting Stops: A Comparison of Local, Regional and National Newspaper Coverage of 1990s School Shootings" (Michael McCluskey); "Reader Mindset and Bias: A Closer Look at the People Who Say We Skew the News" (Deborah Gump); "Online Newspapers: Collating Banner Advertising with Editorial Content" (David R. Thompson and Birgit Wassmuth); "Information and Interaction: Online Newspaper Coverage of the 2000 Iowa Caucus" (Jane B. Singer); and "Talking the Talk: Expressions of Social Responsibility in Public Newspaper Grous" (Diana Knott, Ginny Carrol and Philip Meyer). (RS)

ED 447 541 CS 510 458

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Science Communication Interest Group.
PUB DATE- 00
NOTE- 140p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizen Participation; Higher Education; Journalism; *Journalism Education; Meetings; News Media; *News Reporting; Television Research
IDENTIFIERS- Environmental Reporting; Expertise; Water Conservation; Year 2000 (Programming)

The Science Communication Interest Group section of the proceedings contains the following five papers: "Accounting for the Complexity of Causal Explanations in the Wake of an Environmental Risk" (LeeAnn Kahlor, Sharon Dunwoody and Robert J. Griffin); "Construction of Technology Crisis and Safety: News Media's Framing the Y2K Issue" (Ju Yong Ha); "The Visual Presentation of Expertise: Y2K Experts on Television" (Joshua Greenberg); "Theory and Practice of Public Meetings" (Katherine A. McComas); and "Understanding Environmentalism and Information Effects in Water Conservation Behavior: A Comparison of Three Communities Sharing a Watershed" (Craig W. Trumbo and Garrett J. O'Keefe). (RS)

ED 447 542 CS 510 459

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Law Division.
PUB DATE- 00
NOTE- 211p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Broadcast Industry; Court Litigation; Freedom of

Education; Evaluation Criteria; State Programs; *State Surveys;
Summative Evaluation
IDENTIFIERS- *Minnesota

This report analyzes education in Minnesota. After a brief introduction in chapter 1, chapter 2 reviews educational accountability at the national and state levels and the development of Minnesota's own assessment and accountability system. This review not only leads to recommended next steps in that assessment and accountability system, it also offers insights on the federal perspective and on new directions in policy and practices. Chapter 3 describes the students in Minnesota's K-12 system and the resources, such as funding and staffing, through which educational results are obtained. By describing the resources through which educational results are obtained, chapter 3 sets the stage for the description of those results in chapters 4 and 5. Chapter 4 discusses attendance rates, high school coursework, and high school graduation rates among Minnesota's K-12 students. Chapter 5 covers student achievement as reflected in statewide tests. It also compares the achievement of Minnesota students to that of students from other states and other countries in selected subject areas and grades. The last chapter presents major conclusions and recommendations on achievement, course work, attendance, graduation rates, and equity. Four appendices contain a glossary of terms, information on content and performance standards, and other information. Fifty tables provide statewide statistics on education. (Contains 23 references.) (RJM)

ED 447 563 EA 030 692

Erlandson, David A.
The Longitudinal Study of the Professional Needs of Principals.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational
Administration; Educational Assessment; *Educational Needs;
Elementary Secondary Education; Instructional Leadership;
Longitudinal Studies; *Needs Assessment; *Principals

This paper discusses a longitudinal study of principals' professional needs. The study began with pilot studies in 1994 under the approval of the University Consortium of the National Association of Secondary School Principals and involved universities in five states. Members of the pilot groups were asked to provide open-ended responses to questions concerning professional needs. These responses were then grouped and sent to an expanded sample of principals to see if they concurred. Responses from this second round were used to develop the study's taxonomy and to determine wording for items in the final form of the questionnaire. Questionnaires were mailed in 1996 and 1997. The 1998 survey was conducted totally by electronic means. The return rates had fallen with each year, and the universities decided to end the study. However, surveys were to be sent to principals in Texas who were interested in continuing with the survey. Survey results indicate that principals' greatest professional needs are in the area of instruction. They also placed high priority on parent relationships and personal relationships in the school. Furthermore, the principals' responses within particular professional need categories, such as technology, represented different levels of growth and adaptation. Summary reports of structures were deeply embedded in the secondary school cultures, restructuring would require a reculturing of stakeholders. Effective change arose when participants supported constantly evolving and emerging organizational values, involved stakeholders in making the decisions in a collaborative manner, and rethought the functions of the organizations more in terms of processes as opposed to isolated tasks. The metaphor of a living organization proved important in grasping the program's development because it emphasized the need of continual organizational learning and the importance of collaborative interaction. (Contains 21 references.) (RJM)

ED 447 581   EA 030 737

Department of Defense Education Activity Accountability Report:
Building Futures in a Global Community, 1995-1996.
PUB DATE- 97
NOTE- 33p.; For the DoDEA Accountability Profiles, see EA 030 738.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; Evaluation; Program Implementation; Reports; School Policy
IDENTIFIERS- *Dependents Schools

This report is part of a two-volume publication that outlines the Department of Defense Education Activity (DoDEA) 5-year plan. The plan was developed in 1995 to transform education in DoD schools and is based on the vision that the DoDEA will be a learner-centered organization, unbound by traditional school concepts of time, location, and age requirements, as well as recognized for its ability to provide students with the knowledge and high-level skills required for success in a global community. The report offers a glimpse of DoDEA during the preliminary phase of its transformation process; the data presented here will be used to create a baseline to compare future results. The publication provides information on students by grade and ethnicity, on instructional staff, on the location of DoD schools, on 10 strategic goals, on students' school readiness, on student achievement and citizenship, on mathematics and science achievement, on the results of comprehensive tests, on the results of standardized and achievement tests, on teacher education and professional development, on parental participation, on accountability, and on organizational development. In addition to the 10 education goals, also identified are a number of benchmarks that were developed to define discrete, measurable performance criteria for each of the goals. (RJM)

ED 447 582   EA 030 738

Department of Defense Education Activity School, District, Area, and System, 1995-1996: Accountability Profiles.
PUB DATE- 97
NOTE- 393p.; For the DoDEA Accountability Report, see EA 030 737. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; Evaluation; *Profiles; Program

various pedagogical concerns ensure wide variation in the programs' design and oversight. These programs may bring high costs to public school systems. While limited, the body of research shows little statistically significant difference between students, substantial parental support, and some indication voucher programs motivate school district reforms. (Contains 27 references and contact information for 20 voucher advocacy groups.) (TEJ)

ED 447 604 EA 030 779

Rouk, Ullik
"Tough Love": State Accountability Policies Push Student Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Academic Standards; Access to Information; *Accountability; Achievement Gains; Achievement Tests; Disability Discrimination; *Educational Assessment; Educational Testing; Elementary Secondary Education; Government School Relationship; Incentives; *Parent Attitudes; Program Effectiveness; Sanctions; School Choice; *School Effectiveness; School Publications; *Student Evaluation; Test Results; Test Reviews; Testing
IDENTIFIERS- Individuals with Disabilities Education Act; *Southwest Educational Development Laboratory

State leaders are using complex accountability systems, composed of standards, assessments, public reporting, rewards, and sanctions, to raise student, school, and district achievement. The public strongly supports making academic standards more challenging, despite a lack of consensus on content and outcomes. Some states may revise standards until other reforms are in place. Student scores are now the primary indicator of district, school, teacher, and student achievement, with 48 states administering statewide testing using a mix of tools, including norm-referenced tests, criterion-referenced tests, performance assessments, and some evaluating attendance and dropout rates. The significant consequences of testing raise concerns for some parents, civil-rights activists, and educators. State policymakers must make decisions carefully, determining educational value, and working to gain public support on test design and use. States bear the expense of developing and carrying out testing, and must decide whether or not to control for prior achievement, family, and community characteristics. Public reporting helps the public understanding, and builds and sustains support for accountability systems. Union opposition often complicates use of rewards and sanctions. Evidence of limited success does exist for reconstitution. States must decide whether, and how, to include special-needs students, students with disabilities, and English learners in assessment systems designed to promote continuous improvement. A comprehensive system incorporates professional development, high standards, and student assessment, and many states now recognize the expense and effort this requires. Some states use safeguards to prevent testing manipulation. States may increasingly guide development of accountability systems that use student performance to begin discussions, link performance with classroom practice, and

School: A Vermont Story" (Bonnie Shoultz and others); "Pulling the Plug on the ADA?" (Jonathan D. Ezekiel); "A 'New' Dr. Death at Princeton" (Mary Jane Owen); "The Importance of Arts Education for All Students" (Florence Aversa); "The Promise and Pitfalls of the Workforce Investment Act" (Michael Callahan); "National Efforts To Promote Conversion: Day Programs to Supported Employment"; "Empowering Communication Aid Users" (Rosemary Crossley); "Inclusion Is Happening ...WHERE?" (Rich Villa); "International Human Rights Abuses against People with Mental Disabilities" (Eric Rosenthal); "What Is Culturally Appropriate? Finding a Middle Way" (Alexandra Enders); "Reflections about Positive Behavioral Supports" (Jacki Anderson); "Effective School Practice in Educating Students with Challenging Behavior" (Tim Knoster and Don Kincaid); "The Professionalization of Teaching and Learning for Children with Severe Disabilities: The Creation of TASH" (Ed Sontag); and "An Introduction to Disability Studies" (Perri Harris and Lori Lewin). (Some articles contain references.) (DB)

ED 447 623 EC 308 112

Kornhaber, Mindy Laura
Seeking Strengths: Equitable Identification for Gifted Education and the Theory of Multiple Intelligences.
PUB DATE- 97
NOTE- 340p.; Ed.D. Thesis, Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Ability Identification; Economically Disadvantaged; Elementary Secondary Education; *Equal Education; *Gifted Disadvantaged; Minority Groups; *Multiple Intelligences; Program Effectiveness; Program Evaluation; *Talent Identification
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC; Gardner (Howard); Montgomery County Public Schools MD; University of Arizona

This study examined three federally supported programs that utilize Howard Gardner's theory of multiple intelligences in the identification of giftedness in economically disadvantaged and minority group youth. Following an extensive review of the literature, three chapters examine each program in detail. Each chapter first sets the identification effort in its theoretical, historical, and community contexts, then describes and analyzes the assessment in light of eight conditions. The first program is the DISCOVER Project, a collaboration of the University of Arizona with nine local schools and districts that utilizes a continuum of problem types. The second program is the Problem Solving Assessment used in the Charlotte-Mecklenburg (North Carolina) schools for identifying children for gifted services. The third program is the Early Childhood Gifted Model Program in Montgomery County, Maryland, which emphasizes teaches' observations and efforts to elicit and develop students' intelligence. Evaluation of all three programs concluded that although all of the programs were identifying more underserved students as gifted, it was difficult to associate the improved rates of identification with the assessment procedures since none are actually drawing heavily from the theory of multiple intelligences. Eleven appendices provide supporting forms and other information for each of the three programs. (Contains approximately 200 references.) (DB)

ED 447 624 EC 308 113

as well as other components of the workforce investment system. The brief addresses the goal of Title I of WIA, the relationship between the state VR program and WIA, applicable regulations, submission of the state plan, relationship between the state rehabilitation council and the state workforce investment board, the responsibilities under the comprehensive system of personnel development, requirements related to the WIA system, statewide assessment, information and referral services, the Individualized Plan for Employment, and the scope of vocational rehabilitation services under WIA. (CR)

ED 447 641 EC 308 130

Dorries, Bruce; Haller, Beth A.
The News of Inclusive Education: A Narrative Analysis.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication, Cultural and Critical Studies Division (Phoenix, Arizona, August 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; *Autism; Compliance (Legal); *Court Litigation; Elementary Education; Federal Legislation; *Inclusive Schools; *Mass Media Effects; *Mass Media Use; Personal Narratives; Public Opinion; Social Integration; Student Rights
IDENTIFIERS- Virginia (Loudoun County)

This paper investigates a nationally publicized case in the debate over the best method of educating millions of children with severe disabilities. Using Fisher's narrative paradigm, the report analyzes four years of the extensive media coverage of the legal battles of Mark Hartmann's family over the education of an 11-year-old boy with autism. Hartmann's parents took the Board of Education in Loudoun County, Virginia, to court to reinstate him in a regular classroom. Much media attention focused on the story because it dramatized the issues concerning the educational debate about inclusion. The paper provides a synopsis of the narratives that address the central issues surrounding inclusive education. Through the press, competing interests told their stories to the public, hoping to win the moral high ground and persuade others of the "good reasons" that support their understanding of the costs or benefits of inclusion. Although the Hartmanns lost in court, this narrative analysis suggests that the family and its supporters provided more persuasive narrative themes in the news media's court of public opinion, thus advancing the national inclusion movement. (Contains 60 references.) (CR)

ED 447 642 EC 308 131

Kopfstein, Rosalind
Early Intervention and Prevention--Issues and Services.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; *Developmentally Appropriate Practices; Diagnostic Tests; Early Childhood Education; *Early Identification; *Early Intervention; *Ethics; Family Programs;

specifically addresses assistive-technology play supports in sub-sections on adapting commercial toys, positioning, mobility, switches, computers, and communication. The final section discusses the creation of play environments for infants and toddlers with disabilities. These include cribs, bathtubs, chairs and trays, and floor play. A list of addresses and phone numbers of play resources for children with special needs is attached. (DB)

ED 447 660 EC 308 149

How We Play! A Guidebook for Parents and Early Intervention Professionals. Birth through Two. Let's Play! Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 43p.; For related Let's Play! project documents, see EC 308 147-148 and EC 308 150-153. Developed by Susan Mistrett, Amy Goetz, Jan Tona, and Susan Lawrence-Dederich.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Child Development; Developmental Stages; *Disabilities; *Early Intervention; Infants; *Play; Toddlers; *Toys

This guidebook for parents and early intervention personnel was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of "low-tech" assistive technology. The guide is organized around six emerging stages of play development: (1) sensory exploration, (2) functional exploration, (3) material manipulation, (4) pretend/fantasy play, (5) creative expression, and (6) language and pre-literacy. Each section then focuses on one stage of emerging play and includes information on what the child does, what the caregiver does, play materials, and positioning options and adaptations. (DB)

ED 447 661 EC 308 150

Computer Play with Young Children, Birth through Two. Let's Play! Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 40p.; For related Let's Play! project documents, see EC 308 147-149 and EC 308 151-153. Let's Play! project staff includes Susan Mistrett and Amy Goetz.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; *Disabilities; Infants; *Play; Toddlers

This guide to using computers with infants and toddlers was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of assistive capital outlay provisions, the need for facility equity policies, and a greater need to address the decaying infrastructure of America's schools. (Contains 10 references.) (GR)

ED 447 685   EF 005 814

Moore, Robin C., Ed.; Goltsman, Susan M., Ed.; Iacofano, Daniel S., Ed.
Play for All Guidelines: Planning, Design and Management of Outdoor Play Settings for All Children. Second Edition.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.; San Francisco Foundation, CA.
PUB DATE- 97
NOTE- 291p.; Produced by MIG Communications. Contributors were Sally McIntyre, Lynda Schneekloth, Jay Beckwith, and Larry Bruya. Illustrators were Yoshiharu Asanoumi and Nana Kirk. Project director was Susan Goltsman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Guidelines; Physical Disabilities; *Playgrounds
IDENTIFIERS- Americans with Disabilities Act 1990; *Equal Access; *Playground Design

These guidelines assist professional designers, park and recreation managers, and community groups when making decisions about the planning, design, and ongoing management of children's public play environments. The guidelines are updated to meet or exceed the requirements of the Americans with Disabilities Act Guidelines (July 26, 1991) and the revised Consumer Product Safety Commission guidelines (1991). The first two of four parts cover site planning and design, and setting design and management. Part 3 examines the Play For All guidelines being used to help rebuild a public playground with emphasis on improving accessibility and providing amenities for all people. Finally, Part 4 provides an overview of play programming and management for integration of all children. Appendices provide an edited selection from "We Can Do It: A Training Manual for Integrating Disabled People into Recreation Programs," and a list of the organizations and institutions involved in the Play For All program. (Contains a 268-item bibliography.) (GR)

ED 447 686   EF 005 815

No End in Sight. A Back to School Special Report on the Baby Boom Echo.
PUB DATE- 99
NOTE- 43p.; For a related document on the baby boom echo, see EF 005 812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Comparative Analysis; *Crowding; Data Collection; Elementary Secondary Education; *Enrollment Projections; Higher Education; *Private Schools; *Public Schools; Rural Schools; School Construction; Urban Schools
IDENTIFIERS- *Baby Boom Echo

This report examines the severe overcrowding facing U.S. public and private schools, the need for expanding pre-K

Complex instruction for the binational context requires that teachers combine a profound knowledge of subject matter with a wide repertoire of teaching strategies, states of the art knowledge about learning theory, cognition, pedagogy, curriculum, technology, and assessment. The education of language minority students is dependent on the degree to which these children have access to instruction that is challenging yet comprehensible. This report focuses on one effort to implement comprehensive, two-way bilingual programs in four schools. The goals of this project included the following: (1) to document the design, implementation, and program adjustments of the two-way bilingual program; (2) to analyze teacher performance and professional development in the context of implementing complex change; (3) to identify the pedagogical variables that facilitate or impede learning through two languages simultaneously; (4) to identify the most promising program features and the school structures for program implementation, and the role of the principal within these. The report accomplishes this in four successive sections, followed by a fifth summary section discussing implications and recommendations. (Contains 133 references.) (KFT)

ED 447 707 FL 026 485

Milam, Claire; Martinez, Laura
Building Biliteracy through a Home-Reading Program, PK-2.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (February 18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Charts; *Emergent Literacy; *English (Second Language); *Family English Literacy; *Family Environment; Grade 1; Grade 2; Individualized Reading; Instructional Materials; Kindergarten; Literacy Education; *Parent Participation; Preschool Education; Primary Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Biliteracy

This document describes in considerable detail how to promote literacy through a home-reading program for young children. It is asserted that literacy is an ongoing process that benefits from early home involvement of parents, and that parents need to be brought into the process early. A home-reading program based on a lending library is essential for some students as their homes may have few, if any, books, periodicals, or newspapers. Most of the document consists of a series of checklists for teachers to help them design and implement a home-reading program. Among the titles of these checklists include the following: "One Way To Arrange & Manage Books"; "Working With Caregivers"; and "How To Support the Reader." Also included are numerous bilingual (English and Spanish) handouts for families and children with titles such as: "Book Rules" and "Ten Reasons To Read Aloud to Your Child Regularly," and blank forms for book reports and homework logs. Diagrams, illustrations, and figures appear frequently throughout the text. (KFT)

ED 447 708 FL 026 486

Sharkey, Judy
School Policies and Practices as Roadblocks to Academic Success.

on the belief that English language learners' access to challenging content can be enhanced through teaching strategies that provide multiple pathways to the understanding of language and content. Because students must use language to acquire academic content in mainstream classes, second language teaching must be integrated with the social, cultural, and political contexts of language use. This digest first provides a summary of some of the problems associated with traditional teacher education, including a failure to see the interconnectedness between first and second languages and cultures; fragmentation and isolation of language teaching and learning; view of language; paralyzing focus on methodology; and the disjuncture between language and culture. It then describes preservice and inservice programs that prepare teachers to work effectively with English language learners. (VWL)

ED 447 725   FL 026 527

Gomez, Emily
Assessment Portfolios: Including English Language Learners in Large-Scale Assessments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Digest based on article published by the Northeast and Islands Regional Educational Laboratory at Brown University in "Perspectives on Policy and Practice" (March 1999), "Creating Large-Scale Assessment Portfolios That Include English Language Learners," by Emily L. Gomez.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; *Evaluation Methods; *Portfolio Assessment; *School Districts; Second Language Learning; *Student Evaluation
IDENTIFIERS- ERIC Digests

The current school reform effort emphasizes the need to improve the education of all students. Assessing the academic achievement of every student is an essential part of this reform, but one that presents a challenge for most schools, school districts, and states. Traditional assessment practices in many states and school districts have tended to exclude students who are learning English as a Second Language. As a consequence, many English language learners (ELLs) are denied access to important educational opportunities that are based on assessment results. This digest focuses on one type of assessment system, assessment portfolios, and discusses the advantages and challenges of using an assessment portfolio system that includes ELLs as a district-wide assessment tool. Developing and implementing a large-scale assessment portfolio program that includes English language learners requires extensive planning and discussion and considerable resources. It also offers considerable advantages. Stakeholders within the system have a common vision about what students should learn and be able to do, how goals will be assessed, and what criteria will be used. Improved teaching and learning are natural outcomes of a well-designed, well-implemented assessment portfolio system. (VWL)

ED 447 726   FL 026 528

Project, see ED 418 334, ED 432 693 and CE 080 391.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; After School Programs; *Behavior; Child Health; *Child Rearing; Cognitive Development; *Day Care; Demonstration Programs; Developed Nations; Elementary Secondary Education; Emotional Development; Employment Patterns; Foreign Countries; *Incentive Grants; Income; Poverty; Preadolescents; Preschool Education; Program Effectiveness; Program Evaluation; *Welfare Recipients; Welfare Services; Work Attitudes; Young Children; Youth Employment
IDENTIFIERS- British Columbia; Impact Studies; New Brunswick

This report examines effects of the Self-Sufficiency Project (SSP) for three age groups of children (younger cohort aged 3-5, middle cohort aged 6-11, and older cohort aged 12-18) at the 36-month interview. A companion report on effects of the SSP on adults is available separately. Chapter 1 describes the SSP incentive, project design, and SSP impact on adult economic outcomes. Chapter 2 describes the sample and methods; describes the information used to assess the effects of SSP on families and children; and presents SSP adult impacts by child cohort. Chapter 3 reports that SSP had no effects on the younger cohort; had small positive effects on cognitive and school outcomes but no impacts on social behavior and emotional health for the middle cohort; and may have increased substance use and minor delinquent activity in the older cohort. Chapter 4 reports SSP had almost no effect on parenting behavior and parental functioning for families; increased child care participation for the younger cohort; increased child care and participation in after-school activities for the middle cohort; and had no impacts on child care or after-school activities but increased engagement in chores and employment for the older cohort. Appendixes include a report on assessing the effect of survey non-response on estimated impacts; measures of child and family functioning; program impacts by child gender and province; and differences in impacts across the age cohorts. (Contains 52 references.) (YLB)

ED 447 256 CE 080 393

Kerka, Sandra
Career Academies. In Brief: Fast Facts for Policy and Practice, No. 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Academies; Career Education; *Education Work Relationship; Educational Change; High Schools; *Integrated Curriculum; Models; *Partnerships in Education; *Program Effectiveness; School Business Relationship; Vocational Education

The career academy is a high school model that integrates school-to-work elements in a personalized learning environment. Academies have these three essential features: a school within a school; partnerships with employers; and integrated academic and occupational curriculum centered on a career theme, occupation, or industry. J. Kemple (1997) looked at the effectiveness of the learning community and found that: academies increased support of students from teachers and

Papers, No. 9.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.; Ministry of Education, Helsinki (Finland).

PUB DATE- 99

NOTE- 161p.; Articles are based on workshops held on June 6-10, 1998, in Jyvaskyla, Finland for the Leonardo da Vinci dissemination project SPES-NET (Sharpening Post-16 Education Strategies by Horizontal and Vertical Networking).

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Delivery Systems; Developed Nations; *Education Work Relationship; *Educational Improvement; *Educational Planning; *Educational Research; Foreign Countries; Government School Relationship; Postsecondary Education; Research Methodology; Teaching Methods; *Vocational Education

IDENTIFIERS- Austria; Belgium; Denmark; Estonia; *Europe; Finland; France; Greece; Hungary; Norway; Scotland

This four-part publication contains 19 papers on educational practices and promises for post-16 education in European countries. Part I, the introduction, contains these three papers: "Sharpening Post-16 Education Strategies: Building on the Results of the Previous Projects" (Johanna Lasonen); "'Parity of Esteem' and 'Integrated Learning'--Reflections on the Work of the Two Research Partnerships" (Pekka Kamarainen); and "European Dimension of Surveys and Analyses of Vocational Education and Training; Brief Remarks on Action Research and Evaluation Research from the Perspective of the European Dimension" (Gerald Heidegger). Part II, New Partners' Country Reports: National Reforms in Upper Secondary Education, contains these six country reports: "National Report on Belgium" (Donatienne Colson and Xavier Roegiers); "Reforms in Upper Secondary Education in Denmark" (Soren Nielsen and Steffen Svendsen); "Estonian Educational System: An Overview and the Estonian Approach to Upper Secondary Education" (Hanno Isok); "Reforms in Upper Secondary Education in Greece" (Nikitas Patiniotis and Catherine Spiliopoulou); "Interim Report of the SPES-NET Sharpening Post-16 Education Strategies by Horizontal and Vertical Networking Project from Hungary" (Csaba Fejos); and "Reforms in Post-16 Education in Spain and Parity of Esteem in Upper Secondary Education" (Fernando Marhuenda). The following nine papers make up Part III, Old Partners' Contribution to the Project: "'Eastern Reforms' and Their Impact on 'Western Approaches'" (Stefan Humpl and Jorg Markowitsch); "Comments on the Spanish Reforms and Lessons from Them for the Development of Upper Secondary Education in Europe" (Michael Young); "Comments on 'Reforms in Upper Secondary Education in Denmark--A Country Report'" (Kjell Andersen); "On-the-Job Training--A New Development Project in Finnish Vocational Education" (Ulla Numminen); "Links between Educational Establishments and Business Enterprises in Norway" (Kjell Andersen); "Overview of College-Enterprise Links" (Stuart Niven, Gordon Paterson); "SPES-NET Austria: Preliminary Plan" (Stefan Humpl and Jorg Markowitsch); "SPES-NET Finland: Dissemination Plan" (Ulla Numminen); and "Plan for a National Network in France" (Anne Lazar). Part IV, the conclusion, is the following paper: "Reflections on Disseminating Strategies for Reforming Post-16 Strategies" (Marja-Leena Stenstrom). Three appendixes include a list of contributors, contact information, and locations of partner institutions. (KC)

ED 447 273   CE 080 864

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Action Research; *Adult Learning; Comparative Analysis; Educational Attitudes; Educational Environment; *Educational Needs; Educational Objectives; Educational Practices; *Educational Quality; Educational Research; Empowerment; Foreign Countries; Futures (of Society); Information Needs; Learning Processes; Learning Readiness; Learning Strategies; *Lifelong Learning; Metacognition; Needs Assessment; Position Papers; Postsecondary Education; Professional Development; Secondary Education; Student Needs; Student Responsibility; Teacher Improvement; Teacher Responsibility; Teacher Role; *Teacher Student Relationship; Trend Analysis; Values
IDENTIFIERS- *Australia; Denmark; *Information Economy; Sweden

The information explosion and exponential development of information-accessing tools has had a disempowering effect on many people. A major challenge of the information-centered world is for students and teachers alike to learn how to assert responsibility and control over personal practice. Meeting this challenge may require personal reconceptualization of thinking, feeling, and acting with respect to the following aspects of teaching and learning: values and beliefs, intentions and purposes, and approaches and behavior. Selected long-term educational research projects in Australia, Denmark, and Sweden have yielded findings that have made it possible to develop a conceptualization of how teachers and students may operate to increase students' willingness and ability to take enhanced responsibility and control over their own learning. According to the conceptualization, teachers and students alike should take the following actions: acknowledge and accept their personal ignorance and the importance of active teaching and learning; seek and foster challenge in their own teaching and learning; and engage in a purposeful inquiry to generate enhanced metacognition. In addition, teachers should undertake collaborative action research, enact good teaching behavior, and set classroom teaching procedures that foster good learning behavior in students. Students should enact good learning behavior to overcome poor learning tendencies. (MN)

ED 447 290 CE 080 924

Bordia, Surek
Funding Problems of Technical Education in Developing Countries.
PUB DATE- 00
NOTE- 11p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Adjustment (to Environment); Comparative Analysis; Delivery Systems; Developed Nations; *Developing Nations; Educational Change; Educational Environment; Educational Needs; Educational Quality; *Educational Trends; *Financial Support; Foreign Countries; Government School Relationship; Information Technology; Needs Assessment; Postsecondary Education; Private Schools;

(120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Communications; Developing Nations; *Economic Development; Foreign Countries; Information Dissemination; *Information Networks; *Information Systems; *Information Technology; *National Programs; Postsecondary Education; Secondary Education; Vocational Education

IDENTIFIERS- *Gulf Cooperation Council; Kuwait; National Development; Saudi Arabia; United Arab Emirates

Information for development has become one of the most pressing issues of the last decade, which Gulf Cooperation Council (GCC) countries have to tackle on an urgent basis. The need and urgency for planning national information systems has been clearly pointed out in several international conferences. Major research and development centers of international standard in the GCC countries are KISR in Kuwait, KACST and Research Institute at King Fahad University of Petroleum and Minerals in Saudi Arabia, and CERT in the United Arab Emirates. Five major components of the strategic approach model comprise the information plan system strategy on the national level, which should interlink closely: information resources, information services, information technology, human resources, and a national cooperative plan. In the GCC context, all components are active independently, which could deter the national development. The main functions for GCC information systems should be for documentation and information work consisting of scanning material published anywhere in any language, picking out useful materials, and listing them in an orderly manner. It is recommended that a common GCC institutional network be established, including an agency to coordinate information activities, an effective distribution and dissemination mechanism, and a consortium to avoid duplication and share knowledge. (Contains 17 references.) (YLB)

ED 447 307 CE 080 943

JIP: His Story. Teaching Ideas from the OLRC Reading Group. Teacher to Teacher.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.

PUB DATE- 00

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Childrens Literature; English (Second Language); *Literacy Education; *Reading Instruction; Skill Development; *Teaching Methods

This two-page lesson plan for Adult Basic Education (ABE) and English as a Second Language (ESL) uses a children's book ("Jip: His Story,"' by Katherine Paterson) to provide an integrated learning experience for students. The lesson plan includes a synopsis of the story and general suggestions for using the story in a basic skills class. It also includes teaching suggestions for each chapter and an account of field testing the lesson plan, with a synopsis of teachers' suggested changes and student responses. (KC)

ED 447 308 CE 080 948

Sabatini, John P.; Venezky, Richard L.; Kharik, Polina; Jain, Richa

Irish context during the first decade of the 21st century. "Learning for Active Citizenship" (Jane Pillinger) explains how growing concerns about the demise of democratic participation in political and civil life has led to new adult education initiatives across Europe. "The Emancipation of Hope" (Paul Nolan) focuses on adult learning and peace building in Northern Ireland and considers the issues of learning and unlearning, community, workplace, and women's groups. "Scotland's Parliament, Civil Society, and Popular Education" (Eurig Scandrett) examines community educators' response to recent constitutional changes in Scotland, with special attention to land reform, gay rights, and the ambiguity of civil society. "The POWER Story" (Margaret Martin) reports on a partnership of two women's organizations and two educational institutions in Ireland. "Inclusive Rhetoric, Exclusive Reality" (Usha Brown) considers the impact of British government policies to reduce poverty. "Reclaiming a Progressive Tradition: A View from South Africa" (Jonathan Grossman) explores changes, continuities, and challenges facing the progressive tradition in South Africa. "Popular Education and the Landless People's Movement in Brazil" (Liam Kane) traces the development of Brazil's Landless People's Movement and discusses its lessons for the United Kingdom. The Scandrett paper contains a substantial bibliography. (MN)

ED 447 324   CE 080 969

Alexander, Titus; Clyne, Peter
Riches beyond Price: Making the Most of Family Learning. A NIACE Policy Discussion Paper.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Change Strategies; Definitions; Early Childhood Education; Educational Change; Educational Improvement; Educational Needs; Educational Objectives; Educational Opportunities; Educational Planning; Educational Resources; Educational Trends; Family Involvement; *Family Literacy; *Family Programs; Family School Relationship; Foreign Countries; Futures (of Society); Government School Relationship; Informal Education; *Intergenerational Programs; *Lifelong Learning; Literacy Education; Needs Assessment; Parent Education; Partnerships in Education; Policy Formation; Public Policy; Social Services; Trend Analysis
IDENTIFIERS- *United Kingdom

This paper attempts to raise awareness and stimulate debate about the family as a focus for developing learning in the United Kingdom (U.K.). The discussion focuses on the following aspects of the issue: the nature and scope of family learning; families as a place for learning; context; development of family learning; patterns of provision; provision for family learning in practice; partnerships in family learning; aims and objectives of family learning; principles for supporting family learning; policy and resourcing issues; and the future of family learning. The main recommendations stemming from the discussion are as follows: (1) wider opportunities for family learning, including parent education, should be available to all families; (2) coordination of policy and provision for families is in urgent need of improvement at the national and local levels; (3) television and other media should take a lead in raising the family's learning profile and participation in

During the project, learners and tutors from six community-based literacy programs across Virginia volunteered to share their experiences as they participated in pilot testing of changes in intake processes, learner assessment, tutor training, and instructional practices that were made as a result of the LDTD project. Two student-tutor pairs from each program volunteered to share their experiences in writing. During the six-month project, the students and tutors submitted written pieces on the following topics: information gained about learning disabilities; reactions to new teaching or learning approaches; successful learning experiences; challenges and frustrations experienced; strategies and materials that should be recommended to others; and advice to other students and tutors. The following are among the major project findings: (1) the tutors and students have good personal and working relationships; (2) tutors and learners alike are able to articulate specific difficulties and are often frustrated but still hopeful; (3) a variety of strategies, tools, and materials are being used; and (4) progress is being made. (Eight selected student responses to the six questions and a list of twelve resources cited are appended.) (MN)

ED 447 342 CE 080 995

Vaughn, Carol
Reaching Out: A Starter Kit for Adult Education Distance Learning Programs.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education and Literacy.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 72p.; Also sponsored by the Management Development Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; *Adult Education; Adult Educators; *Adult Learning; Check Lists; Cognitive Style; Community Colleges; Confidentiality; Curriculum; Curriculum Development; Data Collection; Delivery Systems; *Distance Education; Educational Administration; Educational Benefits; Educational Resources; Evaluation Criteria; Evaluation Methods; Flexible Progression; Guidelines; High School Equivalency Programs; Home Programs; Home Study; Information Sources; Inservice Teacher Education; *Instructional Development; Learning Activities; Marketing; Models; Multiple Intelligences; Outreach Programs; Performance Based Assessment; Performance Contracts; Portfolio Assessment; Postsecondary Education; General Educational Development Tests; *Virginia
IDENTIFIERS- General Educational Development Tests; *Virginia

This document is intended as a template for individuals initiating and developing adult education distance learning programs. The introduction discusses the following issues: benefits of distance learning; flexibility; confidentiality; retention; and the best students to target. The template and supplementary materials are organized in five sections devoted to the following topics: intake; assessment; instructor training; public relations; and curriculum. The following sample materials and forms are among those provided: intake procedure summary; detailed discussion of the intake process;

of change and growth in adults' lives and proposes a mentor as essential for growth to proceed. Appendixes include descriptions of learning/development theories; 219 references; index of strategies; and name and subject indexes. (YLB)

ED 447 359 CE 081 033

Smith, Erica; Coombe, Kennece
Distance Education at Arm's Length: Outsourcing of Distance Education Marking.
PUB DATE- 00
NOTE- 18p.; Paper presented at the conference, "Distance Education: An Open Question?" (September 11-13, 2000, Adelaide, Australia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Distance Education; Educational Research; *Evaluators; Focus Groups; Foreign Countries; Full Time Faculty; Grades (Scholastic); *Grading; Higher Education; *Interrater Reliability; *Part Time Faculty; Scores; *Scoring; Student Evaluation; Teacher Characteristics; Teacher Student Relationship

Two research projects focused on use of casual markers (graders) for correcting and grading distance education (DE) students' work. A Charles Sturt University project convened focus groups of DE students, casual DE markers, and lecturers who "managed" markers to uncover concerns. University of South Australia research focused on pedagogical issues relating to DE marking, comparing approaches of permanent lecturing staff with sessional DE markers. It interviewed eight DE markers, permanent and sessional. Sessional markers were found not to be one-dimensional," but a diverse group of people who ranged from novice to highly expert; working in a field related or unrelated to the one in which they are marking; and studying at the university or with no other employment. Most sessional markers believed they were to some extent "short-changing" students; focused more on teaching and learning issues and less upon assessment; and were unsure of university policy on assessment. Permanent staff were concerned about the university's turnaround time and focused on being able to "defend marking decisions." These potential quality problems were identified: recruitment of markers outside proper employment procedures; markers with little knowledge of the content; and unsupervised markers with very little induction who often invented their own marking criteria. (Contains 34 references.) (YLB)

ED 447 360 CG 026 401

Talbot, Gilles L.
Motivational Design of Instruction To Mediate Student Motivation.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Curriculum; Elementary Secondary Education; Modeling (Psychology); Student Behavior; *Student Motivation; Students; Teachers; Training
IDENTIFIERS- Commitment; Mediation

This report presents information concerning a model of handouts. (JMD)

ED 447 381 CG 030 481

Browning, Christine
Using the APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients in Education and Training.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bisexuality; *Counselor Training; Curriculum Development; Graduate Students; *Guidelines; Higher Education; *Homosexuality; Internship Programs; *Lesbianism; *Psychotherapy
IDENTIFIERS- *American Psychological Association

The American Psychological Association's adoption of the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients has the potential to change the education and training approaches in psychology graduate programs and internship settings. Current research suggests that many graduate students do not receive adequate information about sexual orientation issues. The Guidelines provide clear suggestions for exemplary practice with this population and may be used as a model curriculum for the development of Lesbian, Gay, and Bisexual (LGB) courses. The Guidelines may also be used as a framework for graduate programs and internships to evaluate the existence or depth of their current training experiences in LGB psychology. This may lead to formal criteria and impact accreditation issues. By endorsing the Guidelines, the APA suggests or recommends that their use is an important step in helping to provide a high level of professional practice by psychologists. The three guidelines related to the education and training of psychologists are discussed in detail. (Contains 12 references.) (MKA)

ED 447 382 CG 030 482

Harris, Philip W.; Welsh, Wayne N.; Butler, Frank
A Century of Juvenile Justice.
PUB DATE- 00
NOTE- 74p.; In: "Criminal Justice, 2000. Volume 1. The Nature of Crime: Continuity and Change."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Children; Community Involvement; *Delinquency; Demography; Evaluation; *Juvenile Courts; *Juvenile Justice; Public Policy; Socioeconomic Status; Theories
IDENTIFIERS- Social Constructivism

The millennium marks the beginning of a second century for the formal system of juvenile justice in the United States. From its inception, the central focus of the system has been delinquency, an amorphous construct that includes not only "criminal" behavior but also an array of youthful actions that offend prevailing social norms. Thus, the meaning of delinquency is markedly time dependent. Likewise, methods for addressing the phenomenon have reflected the vagaries of social constructions of youth and youth deviance. American juvenile for long- and short-term group therapy. Part 4 discusses issues for play therapy with special populations such as: (1) aggressive children; (2) autistic children; (3) children with a chronic illness; (4) traumatized children; and (5) mute children. An additional chapter is included in this section on play therapy with the elderly. (Contains 1 figure, 3 appendixes, 4 tables, and 476 references.) (JDM)

ED 447 401 CG 030 537

Ballard, Mary E.; Green, Shavonda
Tickling, Punching, and Poking: Mock Aggressive Behavior in College Students.
PUB DATE- 00
NOTE- 10p.; Poster session presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; College Students; Gender Issues; Higher Education; *Individual Development; Intention; *Interpersonal Relationship; Peer Relationship; *Pretend Play; Sexuality; *Social Behavior; Surveys
IDENTIFIERS- Stress (Biological)

Several hypotheses have been generated about the functions of mock aggression, including its association with dominance. This paper describes a study that expanded this line of research by interviewing college students about a broad array of mock aggressive behaviors and their contexts, targets, benefits, and functions. The hypotheses were that: (1) mock aggression is a common, valued, form of social interaction; (2) there is a range of mock aggression across a variety of contexts and targets; (3) there are few consistent gender differences in mock aggression; (4) there would be positive reports regarding experiences with mock aggression; and (5) there would be reports of immediate- and long-term benefits of mock aggression. College students (N=109; 79 females, 30 males) were interviewed about the types, rates, targets, contexts, benefits, and functions of mock aggression. The results support the hypothesis that mock aggression is common and a positive part of the daily lives of late adolescents/young adults. There were no gender differences in the use of mock aggression, although it was related to decreased aggression in males but not females. Mock aggression has similar functions for them as for children. However, the young adults reported outcomes (e.g., sex, stress relief) not seen among children. The paper concludes that mock aggression is an important social behavior and that it varies across developmental contexts across the lifespan. (Contains 24 references and 1 table.) (JDM)

ED 447 402 CG 030 556

Slavet, James D.; Parker, Lisa; Kitowicz, Jennifer M.; MacDonald, Marian L.
Stigma of Psychotherapy: It's Not OK To Get Help.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Attitudes; Reading Improvement; *Reading Instruction; Reading Motivation; *Reading Programs; Reading Research; Remedial Programs
IDENTIFIERS- *Carbo (Marie)

This paper provides an overview of the Carbo Reading Styles Program (RSP), a comprehensive reading program that applies learning styles concepts to reading. The program uses themes, activities, and literature to help improve student performance across all subject areas. Main components of RSP include: a variety of instructional strategies to accommodate students' strengths; strategies for staffing and scheduling; heterogeneous grouping; parental involvement; the use of a reading style inventory to determine the most effective instruction for each student; and the Carbo Recorded-Book Method (with brief segments of high interest materials recorded on tape for repeated listening and reading). The program has been implemented in approximately 250 sites across the United States. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 423   CS 014 117

Cooperative Integrated Reading and Composition (CIRC).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Bilingual Instructional Materials; *Cooperative Learning; Elementary Education; *Instructional Effectiveness; Instructional Materials; Integrated Activities; *Program Content; Program Descriptions; *Reading Instruction; Reading Programs; Reading Research; *Writing Instruction

This paper provides an overview of the Cooperative Integrated Reading and Composition (CIRC) program, a comprehensive approach to reading and writing instruction for grades K-8, as well as its Spanish adaptation, Bilingual Cooperative Integrated Reading and Composition (BCIRC). The program's goal is to improve student achievement in reading, writing, and comprehension by emphasizing cooperative partner and group activities, clear learning goals, and individual assessment. Main features of CIRC include: (1) grouping and teaming (with students of varying reading abilities working together in teams, including mainstreamed, academically handicapped, and Title 1 students); (2) basal-related activities consisting of direct instruction in reading comprehension, story-related activities, and integrated language arts/writing; (3) tests (with tests on story reading, on writing, and of oral reading, to gauge individual and team performance); and (4) students read a book of their choice and complete a book report every two weeks. CIRC is used in approximately 1,000 sites across the United States and Canada. Sections of this paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 424   CS 014 118

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Education; *Literacy; *Student Development; *Student Role; *Teacher Role; Teaching Methods
IDENTIFIERS- *Literacy as a Social Process

This paper argues that the creation of communities of literacy practice in classrooms can contribute to students' development of learnings of and about language, literacy, and texts. Such development can occur when literacy learning is seen as a social practice shaped by complex and dynamic participants and events. In these communities, participants interact to construct knowledge; they take on different roles and are engaged with language, literacy, and texts in reflective and critically thoughtful ways. Pedagogies refer to teaching approaches that recognize individual abilities and needs and aim to develop deep understanding, higher order thinking skills, an appreciation of multiple points of view, and a willingness to engage in social action. The five approaches recommended are: explicit teaching; scaffolding; joint construction; guided speaking, listening, reading, and writing; and teaching for repetition and practice. Attention to the provision of meaningful environments, the teacher's and students' roles, and the use of pedagogies such as have been suggested in the paper as features of communities of literacy practice will foster these goals. Contains 31 references. (HKA)

ED 447 445 CS 014 142

Limbrick, Libby
New Zealand's Response to the Literacy Issues of the 1990's.
PUB DATE- 00
NOTE- 15p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Literacy; *Reading Achievement; School Surveys
IDENTIFIERS- Global Issues; International Assn Evaluation Educ Achievement; *New Zealand

The 1970 International Educational Achievement (IEA) survey had placed New Zealand's nine- and fourteen-year-olds first in reading achievement in comparison with all other participating countries. By the time the 1990 IEA survey took place, however, mean achievement levels had slipped somewhat, and by the mid-1990s New Zealand's reputation was becoming tattered. Subsequent analyses of the 1990 survey indicated that while the country had high means and very high achievement, it also had the greatest difference between high achievers and low achievers. This paper considers what has happened in New Zealand to bring about these changes. The paper discusses demographic changes, political changes, teacher shortages, the plethora of educational publishers aiming for a global market, the public's response, and the government's response. It also considers what is happening now, a year after the Taskforce Report. It states that the government set a goal of enhanced reading and writing achievement of children in the first four years of schooling. Noting that the next international

Families, Schools, and Communities" (Ray Wolpow); "Workplace Literacy Programs: Evaluation Research" (Eunice N. Askov); "Prospective English Teachers: Initial Experiences in Urban Classrooms" (Chester H. Laine; Michaeline E. Laine; Elizabeth A. Peavy); "Intramural Teaching: A Team Approach to Mentoring" (Tara Rosselot-Durbin); "Teacher Education and the Internet: Preparing for the Technology Revolution" (Jane F. Rudden and Anne L. Mallery); and "Gender and Grade Differences in Motivation to Read" (Thomas Cloer, Jr. and Shana Ross Dalton). Individual papers contain references. (HKA)

ED 447 464   CS 014 164

Telfer, Richard J., Ed.
Literacy Transitions into the Next Millennium: Where Have We Been? Where Are We Going? Yearbook of the American Reading Forum, 2000. Papers from the American Reading Forum Annual Conference, 1999 .
SPONS. AGENCY- Wisconsin State Univ., Whitewater.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Childrens Literature; Distance Education; Elementary Secondary Education; Higher Education; *Literacy; Police; Remedial Reading; *Thematic Approach; Yearbooks
IDENTIFIERS- *American Reading Forum

The theme of the 1999 conference of the American reading Forum was "Literacy Transitions into the Next Millennium. Where Have We Been? Where Are We Going?" The papers and sessions in this proceedings reflect members' interests ranging from affective issues to distance education, and from teaching college students to understanding beginning writing. The diversity of topics is perhaps indicative of the diversity of the field. Problems court sessions in the proceedings are: "Reader's Bill of Rights: Analyses, Issues, and Insights" (Laurie Elish-Piper and Others); "Distance Learning in Literacy Instruction: What's Happening Now? What Is Projected for the Next Millennium?" (Eunice N. Askov; Jane Hager; Regina Chatel); and "Reaction: Distance Learning in Literacy Instruction: What's Happening Now? What Is Projected for the Next Millennium?" (Susanne I. Lapp). Papers in the proceedings are: "Tuesdays with Morrie: A Primer for Literacy Educators" (Thomas Cloer, Jr.); "Comparison between the History of Writing and Children's Transition into Conventional Writing: Parallels and Divergences" (June E. Barnhart); "Linking Schools, Families, and Communities" (Sylvia Vardell; Nancy L. Hadaway; Jeanne M. Gerlach; John E. Jacobson); "Teaching Underprepared College Readers: Where Have We Been? Where Are We Going?" (Chester H. Laine; Michaeline Laine; Terry Bullock); and "What Are Children Learning about Police Officers from Children's Literature?" (Cindy Gillespie Hendricks; James E. Hendricks; Lauranne Beeler). Individual papers contain references. (HKA)

ED 447 465   CS 014 165

Fletcher-Flinn, Claire
Phonemic Awareness and Writing: Overrated for Learning To Read?
PUB DATE- 00
NOTE- 12p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).

Recognition
IDENTIFIERS- Phonemic Awareness; Phonological Awareness

Intended for preschool, kindergarten, and primary grade teachers, the ideas in this book will support teachers as they plan language and literacy experiences that develop phonological awareness. Stressing that a knowledge of phonemic awareness and phonics is critical to successful reading, the authors encourage teaching all aspects of reading, including phonics, using literature that will entice students to become successful lifelong readers. The book's 8 chapters are as follows: (1) "Setting the Scene," which offers an overview of research on phonics instruction; (2) "What Does Phonics Instruction Look Like in the Classroom?"; (3) "Phonological Awareness"; (4) "Phonemic Awareness"; (5) "Teaching the Alphabet"; (6) "Teaching Phonics"; (7) "Developing Word Recognition Skills and Strategies"; and (8) "Learning About the Structural Analysis of Words." Contains 143 references. Two appendixes list alphabet books and books especially useful for developing phonological awareness. (SR)

ED 447 481   CS 217 273

Gonzalez, Roseann Duenas, Ed.
Language Ideologies: Critical Perspectives on the Official English Movement. Volume 1: Education and the Social Implications of Official Language.
PUB DATE- 00
NOTE- 423p.; Edited with Ildiko Melis. Foreword by Jim Cummins.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Bilingual Education; *Cultural Pluralism; Educational Policy; Educational Practices; Elementary Secondary Education; *English Only Movement; English (Second Language); Ideology; *Language Attitudes; *Language Role; Official Languages; Public Schools
IDENTIFIERS- *Educational Issues; Improving Americas Schools Act 1994; *Language Policy; Proposition 227 (California 1998); Teaching Perspectives

This collection of essays addresses the complicated and divisive issues at the heart of the debate over language diversity and the English Only movement in United States public education. Blending social, political, and legal analyses of the ideologies of language with perspectives on the impact of the English Only movement on education and in classrooms at all levels, the collection offers a wide range of perspectives that teachers and literacy advocates can use to inform practice as well as policy. In the first section, Update, the following essays are featured: (1) "The Demographics of Diversity in the United States" (Dorothy Waggoner); (2) "Proposition 227: A New Phase of the English Only Movement" (James Crawford); and (3) "The Politics of English Only in the United States: Historical, Social, and Legal Aspects" (Carol Schmid). In the second section, Research and Politics, these essays are featured: (4) "Treating Linguistic and Cultural Diversity as a Resource: The Research Response to the Challenges Inherent in the Improving America's Schools Act and California's Proposition 227" (Eugene E. Garcia); (5) "'The Younger, the Better' Myth and Bilingual Education" (Thomas Scovel); and (6) "Bilingual Education: The Debate Continues" (Stephen D. Krashen). The third section, Politics, Economy, and the Classroom, contains the following essays: (7) "English Only and ESL Instruction: Will It Make a Difference?" (Elliot L. Judd); (8) "When Pedagogy Meets Politics: Challenging English Only in Adult Education" (Elsa references, including the appendix: "Select Bibliography: Contingent Labor Issues in Composition Studies and Higher Education" (Margaret M. Cunniffe and Eileen E. Schell), which consists of approximately 600 items. (EF)

ED 447 501   CS 217 312

Oglan, Gerald R.; Elcombe, Averil
Parent to Parent: Our Children, Their Literacy. Whole Language Umbrella Series.
PUB DATE- 01
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Elementary Education; *Literacy; Parent Participation; *Parent Student Relationship; *Parents as Teachers; *Reading Skills; *Spelling; *Writing Skills
IDENTIFIERS- Parent to Parent Model

This book was written for parents to assist them in becoming active participants in their children's literacy development. Each chapter presents frequently asked questions from parents, examples of student writing, strategies for home use, and parent's written reflections, as well as explanations of literacy based in research and theory. Chapters in the book are: (1) Listening and Speaking; (2) Readers and Reading; (3) Writing and Spelling; and (4) Where to Begin. Contains 22 references. Appendixes contain a 150-item annotated bibliography of children's literature, arranged by grade level; a 31-item glossary of terms; suggestions on how parents can help their children become better writers; and the National Council of Teachers of English Position Statement on Reading. (EF)

ED 447 502   CS 217 313

Sugino, Toshiko
Stereotypical Role Models in Western and Non-Western Children's Literature.
PUB DATE- 00
NOTE- 17p.; Paper presented at the International Conference for Global Conversations on Language and Literacy (4th, Utrecht, The Netherlands, August 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Content Analysis; Critical Reading; Foreign Countries; Literary Criticism; *Parent Role; *Role Models; *Sex Stereotypes
IDENTIFIERS- *Japan; Literature in Translation; Parent Characteristics; *Stereotyped Behavior

A study investigated the portrayal of mothers and fathers in Japanese and non-Japanese children's literature and how stereotypically they are depicted as role models. Japanese public libraries contain many translated foreign books, mostly Western in origin. For this study's purposes, 25 Japanese books, 25 translated books from English-speaking countries, and 25 translated books from non-English-speaking European concerning the dynamics of charisma as a rhetorical construct. Contains 165 notes. (HKA)

ED 447 521   CS 510 433

Dick, Robert C.
Mission and Objectives of IUPUI's Graduate Program in Applied Communication.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Degree Requirements; *Graduate Study; Higher Education; *Liberal Arts; *Masters Programs; Program Descriptions; Program Proposals
IDENTIFIERS- *Applied Communication; *Indiana Univ Purdue Univ at Indianapolis

Indiana University Purdue University at Indianapolis (IUPUI) was established as an autonomous state university in 1969, with the merger of the Indiana University and Purdue University branch campuses in Indianapolis. There are 19 schools providing graduate education on the campus, including Liberal Arts, in which communication studies is situated. This paper articulates the demands established at the state, institutional, and disciplinary levels, and explains how the missions and objectives of the pending Master of Arts (M.A.) proposal in applied communication meet those demands. The paper explains that the master's proposal builds upon the undergraduate program and compatibly fills the need for a yet higher level of communication study at IUPUI and its surrounding community. It outlines the degree requirements, covers core courses for general applied communication, and gives optional concentrations. The paper also cites five program objectives. It then discusses applied communication and the discipline. (HKA)

ED 447 522   CS 510 435

Mottet, Timothy P.; Beebe, Steven A.
Emotional Contagion in the Classroom: An Examination of How Teacher and Student Emotions Are Related.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arousal Patterns; Communication Research; *Emotional Response; Higher Education; *Nonverbal Communication; *Student Behavior; *Teacher Behavior

The purpose of this study was to examine emotional contagion in the classroom. The theory of emotional contagion predicts that people automatically mimic and synchronize expressions, vocalizations, postures, and movements with others and consequently converge emotionally as a result of the activation and/or feedback from such mimicry (Hatfield, Cacioppo, &

Speech; Higher Education; Internet; *Journalism Education; *Legal Problems; Libel and Slander; *News Reporting; Ownership; World Wide Web
IDENTIFIERS- Online News

The Law Division section of the proceedings contains the following seven papers: "Silencing Foreign Voices: Restrictions on Alien Ownership of Broadcast Stations" (James V. D'Aleo); "The First Amendment & Postmodern Tendencies in Cyberspace" (Justin Brown); "Contracting the News: A Study of Online News User Agreements" (Victoria Smith Ekstrand); "Libel in 48 Point: How Courts Have Ruled Since 'Sullivan' on Allegedly False and Defamatory Headlines Atop Accurate Stories" (Susan Keith); "Hands in the 'Cookie' Jar: Disclosure of Internet Transaction Generated Information Under State Public Records Laws" (Harlen Makemson); "The Malice Muddle: The Changing Definition of Malice and Its Threat to the Fair Report Privilege" (Deborah Gump); and "Tainted Sources, Matters of Public Concern: Applying the Wiretapping Laws to Media Disclosures" (Josie Tullos). (RS)

ED 447 543   CS 510 460

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Media Management and Economics Division.
PUB DATE- 00
NOTE- 240p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audience Analysis; *Change Agents; Higher Education; Journalism Education; Journalism Research; Mergers; News Reporting; *Newspapers; Television
IDENTIFIERS- Cellular Telephones; *Technology Utilization; Weekly Newspapers

The Media Management and Economics Division section of the proceedings contains the following nine papers: "Weekly Newspaper Industry: A Baseline Study" (David C. Coulson, Stephen Lacy and Jonathan Wilson); "News Hole Sizing Policies at Nondaily Newspapers" (Ken Smith); "The Influence of Timing of Market Entry on Competition in Local Cellular Telephone Markets" (Hugh S. Fullerton); "How Magazines Covered Media Companies' Merger: A Case of the Evolution of Time Inc." (Jaemin Jung); "Predicting Digital Cable Adoption: Who Will Upgrade to Digital Cable, and How Soon?" (Myung-Hyun Kang); "Looking for the Right Partners in the Information Era: A Longitudinal Study of Acquisition Strategies by the Communications Industries" (Jack C. C. Li); "The Relationship Between What Managers Do and How Newsroom Workers Respond in Times of Change" (George L. Daniels); "Using Audience Turnover to Reveal the 'Double Jeopardy' Effect in Television Daypart Ratings Performance" (Walter S. McDowell and Stephen Dick); and "Great Expectations: Revealing a Placebo Effect in Brand Equity Evaluations of Network News Reporting" (Walter McDowell and Steven J. Dick). (RS)

ED 447 544   CS 510 461

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Graduate Education Interest Group.

the 1996 and 1997 surveys are included. (RJM)

ED 447 564   EA 030 693

Comprehensive School Reform Demonstration Program: Mid-Continent Regional Educational Laboratory CSRD Model Developers Activity and Plan. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Comprehensive Programs; Educational Administration; *Educational Change; *Educational Improvement; Elementary Secondary Education; Models; *School Restructuring
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This paper provides data on the Comprehensive School Reform Demonstration (CSRD) program in the mid-continent region. Started in 1998 and part of the Mid-Continent Research for Education and Learning and Model Developers Plan, the CSRD program aims to increase student achievement by assisting schools across the country to implement successful, comprehensive school reforms. Seventeen comprehensive school reform models were identified as examples of strategies a school might adopt. To date, all states in the Mid-Continental Regional Educational Laboratory's central region (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming) have completed initial rounds of CSRD funding, with South Dakota and Missouri completing second and third rounds. Thirty-two school-reform models are being implemented in 92 sites. Some of the challenges identified by model developers are the isolation felt by schools in a district where no other schools are engaged in reform efforts and the lack of support among some teachers who do not recognize the stages of implementation of a new initiative, especially the inevitable implementation dip. Four tables present data on the number of different program models being implemented in each state, the distribution of models across states, model developers in the McREL region not under CSRD, and numbers of alternative models. (RJM)

ED 447 565   EA 030 695

Fleming, Grace L.
Principals and Teachers: Continuous Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Learning Strategies; *Principals; Professional Development; *Teacher Administrator Relationship
IDENTIFIERS- Learning Communities

This article discusses how three principals were able to

Implementation; Reports; School Policy
IDENTIFIERS- *Dependents Schools

This report is part of a two-volume publication that outlines the Department of Defense Education Activity (DoDEA) 5-year plan to transform education in DoD schools. It is based on the vision that the DoDEA will be a learner-centered organization, unbound by traditional school concepts of time, location, and age requirements, and will be recognized for its ability to provide students with the knowledge and high-level skills required for success. The accountability profiles presented here provide information on the school, district, area, and system levels. The report is divided into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense's overseas schools, whereas the second document focuses on the department's domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group. Each profile includes student-enrollment data, the mobility rate, the military services and civilian groups served by DoDEA schools, professional-educator demographics, and the percentage of teachers who have completed various levels of education. Each profile also includes principals' and superintendents' assessments, listing the highlights of their programs, important benchmarks for growth, parents' perceptions of the schools, and each school's degree of parent participation. (RJM)

ED 447 583   EA 030 742

Caldwell, Russell B.; Arrington, Barry
Colorado Charter Schools Capital Finance Study: Challenges and Opportunities for the Future.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Administration; Educational Economics; Educational Facilities; *Educational Finance; Elementary Secondary Education; *Financial Needs; Nontraditional Education; Program Implementation; School Policy
IDENTIFIERS- *Colorado

This report discusses strategies that will help charter schools finance their facilities needs. It outlines the history of the Colorado Charter Schools Act, focusing on the contracting process, on dispute resolution and appeals, on renewal, on employee options, and on revenue allocation. The document also examines issues surrounding school operations under the Charter Schools Act. It looks at financing guidelines, types of facilities in use by Colorado charter schools, the quality of charter-school facilities, how schools acquired their facilities, and tax-exempt bond financing. Some of the roadblocks to successful charter-school capital finance involve revenue streams, limited access to tax-exempt financing, uncertainty regarding public school status, perceptions of risk, and a scarcity of resources. The document provides a general overview of the finance mechanisms used by public schools to obtain capital for their facilities needs, as well as the potential availability of these mechanisms for charter school use, such as conduit financing, loan pools, and credit enhancement. The report closes by making 15 policy recommendations that policymakers should consider as they deal focus on improving education for all students. (Contains 22 references.) (TEJ)

ED 447 685   EA 030 784

Characteristics of Successful Schools.
PUB DATE- 00
NOTE- 53p.; Foreword by John T. Benson.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Gains; Achievement Rating; Educational Change; *Educational Environment; Educational Policy; Elementary Secondary Education; Evaluation Criteria; *Evaluation Utilization; Outcomes of Education; Parent School Relationship; *Professional Development; School Community Relationship; *School Effectiveness; Student Evaluation; Student Improvement; *Student School Relationship
IDENTIFIERS- Wisconsin; *Wisconsin Department of Public Instruction

The Department of Public Instruction is actively involved in efforts to improve the school experience and educational outcomes in Wisconsin. Chapter 1, "What Are the Characteristics of Successful Schools?" examines the seven characteristics of successful schools, which describe the school environment, goals, and management strategies and allow all students to meet high achievement standards: (1) vision; (2) leadership; (3) high academic standards; (4) standards of the heart; (5) family, school, and community partnerships; (6) professional development; and (7) evidence of success. Each characteristic of success integrates equity and diversity concerns into every aspect of education, including school improvement plans, activities, resource allocation decisions, classroom environments, curriculum and instructional plans, and every policy and procedure. Chapter 1 includes 22 references. Chapter 2, "Where Are We Now?" helps school teams initiate a wide-ranging dialogue about school strengths and weaknesses in each of the seven characteristics. This chapter includes self-assessment tools and offers a number of possible actions for each characteristic: (8) vision; (9) leadership; (10) high academic standards; (11) standards of the heart; (12) family, school, and community partnerships; (13) professional development; and (14) evidence of success. Chapter 3, "How Do We Bring It All Together?" encourages school-community teams to pose five important questions using the data gathered through the assessment tools: (1) Where are we now? (2) What is our target? (3) How will we get there? (4) How will we know if we are on target? and (5) How will we continue to focus and sustain our efforts. School improvements rarely develop in sequence, and the Department's seven characteristics can help build a common framework helping schools improve student achievement. Chapter 4 contains Appendix A, "Selected resources," Appendix B, "Wisconsin Equity Framework," and Appendix C, "Implementation Report," provide contact information for reader feedback.) (TEJ)

ED 447 686   EA 030 820

Crumo, Debra
Road to School Reform: The Chicago Model.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English

Karnes, Frances A., Ed.; Bean, Suzanne M., Ed.
Methods and Materials for Teaching the Gifted.
PUB DATE- 01
NOTE- 725p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; *Child Advocacy; Cooperative Learning; Creative Thinking; Critical Thinking; *Curriculum Design; Educational Environment; Elementary Secondary Education; Financial Support; Independent Study; *Instructional Materials; Leadership Training; Mentors; Outcomes of Education; Program Evaluation; Public Relations; Research Skills; Simulation; Student Characteristics; Student Needs; *Talent Development; Teaching Methods; Thinking Skills; Writing Instruction
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book is designed to provide strategies and resources for differentiating the instruction of gifted learners. It addresses characteristics and needs of gifted learners, instructional planning and evaluation, strategies for best practices, and supporting and enhancing gifted programs. Specific chapters include: (1) "Gifted and Talented Learners: Many, Varied, Unique, and Diverse" (Sally M. Reis and Melissa A. Small); (2) "Planning the Learning Environment" (Barbara Hunt and Robert W. Seney); (3) "An Analysis of Gifted Education Curriculum Models" (Joyce Van Tassel-Baska and Elissa F. Brown); (4) "Layering Differentiated Curriculum for the Gifted and Talented" (Sandra N. Kaplan); (5) "The Process Skills and the Gifted Learner" (Robert W. Seney); (6) "Product Development for Gifted Students" (Kristen R. Stephens and Frances A. Karnes); (7) "Writing Units That Remove the Learning Ceiling" (Julia Link Roberts and Richard A. Roberts); (8) "Evaluating Learner and Program Outcomes in Gifted Education" (Carolyn M. Callahan); (9) "Materials and Methods for Teaching Analytical and Critical Thinking Skills in Gifted Education" (Sandra Parks); (10) "Adapting Problem-Based Learning for Gifted Students" (Shelagh A. Gallagher); (11) "Fostering Creative Thinking" (Bonnie Cramond); (12) "Developing Research Skills in Gifted Students" (Barbara Moore); (13) "Affective Education and Character Development: Understanding Self and Serving Others through Instructional Adaptations" (James R. Delisle); (14) "Teaching Gifted Students through Independent Study" (Susan K. Johnsen); (15) "Extending Learning through Mentorships" (Cheryl Perilloux Milam); (16) "Developing the Leadership Potential of Gifted Students" (Suzanne M. Bean and Frances A. Karnes); (17) "Cooperative Learning and Gifted Learners" (Mary Ruth Coleman); (18) "Teaching through Simulations for the Gifted" (Dorothy A. Sisk); (19) "Public Relations and Advocacy for the Gifted" (Joan D. Lewis and Frances A. Karnes); (20) "Getting What You Need: Locating and Obtaining Money and Other Resources" (Kristen R. Stephens and Frances A. Karnes); and (21) "Teaching on a Shoestring: Materials for Teaching Gifted Students" (Tracy L. Riley). (Chapters include references.) (CR)

ED 447 625   EC 308 114

Schirmer, Barbara R.
Language and Literacy Development in Children Who Are Deaf. Second Edition.
PUB DATE- 00
NOTE- 278p.; For first edition, see ED 370 310.
LANGUAGE- English

Federal Legislation; Infants; *Mental Retardation; *Prevention; Teacher Education; Toddlers; Young Children
IDENTIFIERS- *American Association on Mental Retardation

This paper reviews the American Association on Mental Retardation's (AAMR's) presentation of issues surrounding the field of early intervention. AAMR's publications are the primary sources of information in the paper. Specific sections address: (1) the impact of public laws on the rights of children and families to a free and appropriate public education; (2) medical aspects of early intervention, including classification, definition, identification of children who are at risk for developmental delays, and genetic screening; (3) ethical concerns, including infanticide, right to life issues, and abortion; (4) prevention, at-risk children, adolescent mothers, and prevention programs; (5) developmental testing, IQ tests, and Down Syndrome studies; (6) international contributions; (7) early intervention programs and services; (8) family focused policies, barriers to services, and the costs of early intervention; (9) the education of professionals, physicians, and teacher certification programs; and (10) challenges facing the early intervention field. The need to document valuable intervention for young children and their families and innovative research initiatives and intervention programs that fulfill AAMR's mission to people with developmental disabilities is emphasized. (Contains 112 references.) (CR)

ED 447 643 EC 308 132

Gifted Education/School-to-Work Models. Best Practices and Unique Approaches: Overview.
SPONS. AGENCY- Department of Labor, Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 54p.; For related gifted education/school-to-work documents, see EC 308 120 and EC 308 133-142.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Career Exploration; Career Planning; *Education Work Relationship; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Gifted; Mentors; Partnerships in Education; *Program Design; *Special Programs; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practice or unique approaches. This information packet highlights the five "best practices" and six "unique approaches" selected. "Best practices" signifies excellent progress in implementing a comprehensive school-to-work system that challenges high achieving/gifted and talented students. "Unique approaches" recognizes a unique program element. This packet includes: (1) evaluation criteria that resulted in selection of the programs; (2) brief descriptions of the five "best practices" programs with contact information (Lincoln Park Academy-Harbor Branch Oceanographic Institutions, Inc.; the Mott Hall School for Advanced Studies in Math, Science, and Technology; the Mentor Program in Minnesota; the Executive Internship Program in Florida; and the Independent technology. Following an introductory section on getting ready to use the computer with a young child, the first section focuses on software for the emerging play behavior of making things happen. Topics include selecting software, software features, what the parent should do, controlling software, and software for exploring causality, using a single switch. A table offers suggestions for single switch interfaces and/or mouse click. The next section focuses on software for exploring choices including controlling software and adjusting mouse pointers. A table describes suggested trackballs and touch screens for young children. The final section is on software for purposeful choice making and discusses controlling software and examples of alternate computer input. A table lists some suggested devices for early choice making. The final section is a directory of software for early intervention and is coded by its use in three types of play: exploratory choices, choice making, and purposeful choices. (DB)

ED 447 662 EC 308 151

Playing with Switches, Birth through Two. Let's Play! Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 24p.; For related Let's Play! project documents, see EC 308 147-150 and EC 308 152-153. Developed by Susan Mistrett and Amy Goetz.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computer Uses in Education; *Disabilities; Infants; *Input Output Devices; *Play; Toddlers; Toys
IDENTIFIERS- *Switches

This guide to playing with switches for parents and early intervention personnel was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of assistive technology. Switches are used with electronic toys to help young children easily activate and deactivate them while playing. An introductory section emphasizes that using switches with toys can provide the child with a sense of empowerment and develop play skills. Topics covered in the guide include: beginning with highly reactive toys, switches and toys, adapting a toy, accommodating the child's interests and abilities, switch characteristics, switch category types, positioning options, switch toy use, switch interfaces, communication recorded message switches, story telling, games for young children, and pretend play. A directory lists companies producing switches, adapted toys, and switch interfaces for children with special needs. (DB)

ED 447 663 EC 308 152

Play Sheets. Let's Play! Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 22p.; For related Let's Play! project documents, see EC 308 147-151 and EC 308 153.
LANGUAGE- English

opportunities, the policy implications these enrollments create, additional teacher requirements, and school construction levels. Enrollment statistics from 1970 through 2010 are provided along with comparative data on states, school districts, and urban areas with the largest enrollment increases. Additional enrollment data are listed for public and private 2- and 4-year colleges as are data on public high school graduates by state and region from 1989 through 2010. Data show current public and private school enrollment will rise to a record 53.2 million and college enrollments to a record 14.9 million. Enrollments between 1989 and 2009 have and will increase across all educational levels. Nevada, Arizona, and North Carolina are projected to have the largest enrollment increases at 77, 56, and 40 percent respectively between 1999 and 2009. The numbers of public and private teachers are expected to increase by 75,000 (a 6% increase) during the same period; 2.2 million public school teachers will be needed. The number of births is expected to increase over the next 10 years; long-range projections indicate the births will rise from 4.2 million in 2009 to 4.8 million in 2028. (GR)

ED 447 687 EF 005 816

Lemasters, Linda Kay
A Synthesis of Studies Pertaining to Facilities, Student Achievement, and Student Behavior.
PUB DATE- 97
NOTE- 207p.; Ph.D. Dissertation, Virginia Polytechnic Institute and State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Educational Facilities; Educational Research; Elementary Secondary Education; Public Schools; *Student Behavior; *Student School Relationship

This study examines the research on the extent school facilities influence student achievement and behavior. Fifty-three studies conducted since 1980 were synthesized that included the independent variables of noise, facility age, color, lighting, maintenance, density, climate conditions, and classroom structure. Data suggest that all the independent variables have an affect on student achievement and behavior. Additionally, the literature indicates that student attitudes and behaviors improved when the facility improves or is congruous with the facility needs for the instructional program. The study also discusses the theoretical model developed by Cash (1993) that explains the relationship between the condition of the school and student achievement and behavior. Using this model as a reference, implications for practice that need to be considered by educators and researchers are discussed, including leadership; funding needs; maintenance; and the attitudes of parents, faculty, and students. Appendices list the descriptors used in the database search, the review of research form, the measurement of dependent variables, and notes for educators and architects. (Contains 82 references.) (GR)

ED 447 688 EF 005 817

Coffey, Andrea Barlow
Revitalization of School Facilities.
PUB DATE- 92
NOTE- 133p.; Ph.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

PUB DATE- 00
NOTE- 9p.; Paper presented at the Spring Conference of the National Council of Teachers of English (New York, NY, March 18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); High School Students; High Schools; Interviews; Limited English Speaking; Participant Observation; Second Language Instruction; Second Language Learning; *Teacher Qualifications; *Track System (Education); *Underachievement
IDENTIFIERS- Content Area Teaching

This brief paper (a 9-page copy of remarks delivered at the panel) was presented as part of a panel on identifying the factors that impede the academic success of English language learners. It is a descriptive study of the students at a large public high school (2,300 students with an English-as-a-Second-Language (ESL) population of 50) in central Pennsylvania. Two areas that affect students' academic success focused on in this paper are the absence of teacher certification in bilingual ESL education in Pennsylvania and the tendency to place English language learners in lower-track classes. Examples of these phenomena are described in some detail and followed by explanations of how and why negative consequences occur for the learners. One reference, a previous article by the author, is included. (KFT)

ED 447 709 FL 026 487

Ritter, Melissa G.; Arrasmith, Dean G.
Haciendo Escritores: Espanol = Creating Writers: Spanish.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 145p.; Cover page varies.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- essive sections, followed by a fifth summary section discussing implications and recommendations. (
DESCRIPTORS- Charts; Class Activities; Classroom Techniques; Elementary Secondary Education; *English (Second Language); Enrollment Trends; *Instructional Materials; Limited English Speaking; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teaching Methods; *Writing Evaluation; *Writing Skills

This teacher guide is meant to provide a rationale for an assessment model for Spanish writing. A wide variety of bilingual and English-as-a-Second-Language (ESL) programs have emerged to meet this challenge, and writing is integral to these approaches because learning to write well in Spanish is often the key to academic success in English. Changing demographics, the history of bilingual education in the United States, and the research that supports instruction in native language all point to the importance of a new Spanish model. The guide also includes the characteristics of effective Spanish writing, rubrics for scoring student performance based on these characteristics, and student writing samples--all from the work of bilingual and ESL teachers in the field. Also included are classroom applications and strategies for teaching Spanish writing. There are three appendices: "Scoring Guides for Sample Papers"; "Project Methodology"; and "Bibliography" and four tables: "Growth of Total U.S. Student Enrollment and

Curtain, Helena; Dahlberg, Carol Ann Pesola
Planning for Success: Common Pitfalls in the Planning of Early Foreign Language Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); Elementary Secondary Education; *FLES; Language Teachers; *Program Development; Program Implementation; *Scheduling; Second Language Instruction; Second Language Learning; *Teacher Qualifications
IDENTIFIERS- ERIC Digests

There has been a significant increase in new foreign language programs at the elementary school level in recent years. Many of these programs, often referred to as foreign language in the elementary school or FLES programs, have been implemented to comply with state mandates, while others have been developed in response to parental pressure for early language learning opportunities for their children. Many of these programs risk failure, because of planning decisions that were not carefully thought out or that were based on inaccurate assumptions about foreign language learning. The purpose of this digest is to identify some common pitfalls in program planning and to focus attention on issues that must be considered in the planning stages if early foreign language programs are to succeed. Pitfalls discussed include the following: scheduling foreign language classes too infrequently or in sessions that are too short; treating foreign languages differently from other academic subjects; offering only commonly taught languages, without considering other important world languages; implementing a new program in all grades at the same time; ignoring the needs of students who enter the program in later grades; failing to plan for appropriate articulation from elementary to secondary school programs; hiring teachers who do not have both language and teaching skills; planning and scheduling the foreign language program in isolation from the general curriculum; and planning schedules and workloads that lead to teacher burnout. (VWL)

ED 447 727 FL 026 529

Genesee, Fred
Brain Research: Implications for Second Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Brain; *Brain Hemisphere Functions; Instructional Effectiveness; Language Acquisition; Language Processing; *Language Research; Second Language Instruction; *Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

peers; personal support enhanced student motivation and increased connections between school-based learning and longer-term education and career interests; and most academy students were highly engaged in school. Common elements of the effectiveness of employer partnerships are multiple employers who play multiple roles; coordinators who serve as employer liaisons and facilitators; career awareness activities; and work-based learning. Successful career academies do the following: (1) vary in order to adapt to local needs and circumstances; (2) attract large numbers of diverse applicants, both at risk and not; (3) successfully keep students in school; and (4) improve the chances of graduating. Conclusions and policy implications include: academy teachers are satisfied with the quality of their worklife; academies that have a cohesive culture are most effective; academies should not be expected to solve all the problems of high schools; and to have a real and long-lasting impact on all students, high schools must become dramatically different. (YLB)

ED 447 257   CE 080 394

Wonacott, Michael E.
Web-Based Training and Constructivism. In Brief: Fast Facts for
  Policy and Practice, No. 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development;
  *Educational Practices; *Educational Technology; *Learning
  Theories; Postsecondary Education; *Teaching Methods; *World
  Wide Web
IDENTIFIERS- *Web Based Instruction

To many educators, Web-based training (WBT) is the constructivist ideal--learners can construct meaning through self-directed inquiry, guided activity, and group collaboration on the information highway, the digital library, cyberspace, or the global village. Although research on the effectiveness of WBT as a vehicle for constructivist learning is scanty, findings from other areas can be applied. For example, WBT provides full, rich information from innumerable sources, can accommodate differences among learners, allows learning activities that foster construction of meaning, and helps instructors make the change from giver of knowledge to guide, facilitator, and coach. Although the technology of WBT allows, enables, and promotes constructivist learning, WBT does not always deliver in practice. Reasons include: that some learners need new technology skills, some instructors have difficulty incorporating WBT into their teaching, some instructors find it difficult to function as a guide, and the amount of information available can be overwhelming or be out of date. Considering advantages and disadvantages, one could conclude that although enormous amounts of information can be available on the Web, it is not always accessible or usable. In addition, although WBT has the capability needed for allowing learners to construct meaningful learning, it is not always used, and it may not always be appropriate. Implications for policy and practice show that instructional design, not merely technology for its own sake, should drive the use of WBT and that learners and instructors need appropriate training to take advantage of this approach. (Contains 18 references.) (KC)

Will E-Learning Transform Corporate Training?
PUB DATE- 00
NOTE- 10p.; Charts on pp. 6-7 may not photocopy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Corporate Education; Delivery Systems; *Educational Technology; Employment Practices; *Futures (of Society); Information Needs; *On the Job Training; Postsecondary Education; *Training Methods; *World Wide Web
IDENTIFIERS- *Online Courses

E-learning is technology-based learning, especially Web-based or online delivery of education and training. It has the potential to transform how professional training impacts employers and employees alike. Web-based learning offers particular promise in today's business environment, in which the demand for skilled workers is soaring. Online and Web-based training provides many potential benefits to both companies and employees, including lower delivery costs and minimized productivity losses, just-in-time information, personalized learning, ease of distribution, anywhere and anytime availability, and ability to track progress and performance. Before companies and workers can profit from the promise of online learning, however, the following issues must be considered: quality, learner receptivity, access, and financing. Despite these concerns, Internet-based training is expected to grow dramatically in the next several years. (KC)

ED 447 274   CE 080 865

Nilsen, Sigurd R.
Veterans' Employment and Training Service: Better Planning Needed To Address Future Needs. Testimony before the Subcommittee on Oversight and Investigations, Committee on Veterans' Affairs, House of Representatives.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Employment Programs; Federal Legislation; Federal Programs; Futures (of Society); *Job Training; Labor Force Development; Needs Assessment; *Program Effectiveness; Program Evaluation; Program Improvement; Veterans; *Veterans Education
IDENTIFIERS- *Workforce Investment Act 1998

The Veterans' Employment and Training Service (VETS) administers programs and activities designed to help veterans obtain employment and training assistance. By establishing one-stop centers for employment services, the Workforce Investment Act (WIA) affects how VETS serves veterans. VETS has made some progress and improvements with regard to its current strategic and performance plans. It has revised its mission statement to better focus on the outcomes associated with accomplishing its mission. The plans no longer contain much extraneous information found in past plans. While VETS has improved the form and content of its plans, VETS has not established a consistent set of priorities as to which veterans it intends to target for employment assistance. It has not developed sufficient strategies to address the major and complex challenges it faces, such as how best to incorporate its programs into the workforce development system WIA established.

Privatization; Proprietary Schools; Public Education; Public Policy; Quality Control; School Business Relationship; *Technical Education; *Technical Institutes; Trend Analysis; *Universities

IDENTIFIERS- Arab States; Australia; China; Educational Marketing; Impact Studies; India; Kenya; New Zealand; *Papua New Guinea; Philippines; Singapore; United Kingdom; United States

During the past decade, funding mechanisms for universities and technical education institutions and colleges have undergone massive restructuring in developed and developing countries alike. Governmental support has generally decreased, resulting in greater reliance on fee-based education or creation of privately sponsored engineering/technical colleges or universities. The following are some of the trends that will likely result from changes in the funding of technical education: (1) export of education will become an important component of the economies of advanced, rich countries such as Australia, New Zealand, the United Kingdom, and Canada; (2) privatization, commercialization, and marketing of education, especially business, commerce, and information technology will increasingly play a dominant role in developing countries; (3) quality management in developing countries will also move away from government monitoring to professional monitoring, as is now the case in developed countries; (4) the quality of education in developing countries will eventually be determined by market forces; (5) educational funding from individual family budgets will become increasingly difficult in developing countries as privatization results in increased fees; and (5) education will move from being a totally governmental activity to a more commerce- and industry-based activity and will eventually become a service industry. (MH)

ED 447 291 CE 080 925

Downey, Thomas E.

The Application of Continuous Quality Improvement Models and Methods to Higher Education: Can We Learn from Business?

PUB DATE- 00

NOTE- 10p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; Distance Education; Educational Assessment; Educational Environment; Educational Planning; *Educational Quality; Educational Technology; Educational Trends; Faculty Development; Foreign Countries; Higher Education; *Models; Needs Assessment; Quality Control; *School Business Relationship; *Strategic Planning; Systems Approach; *Technical Institutes; Theory Practice Relationship; Trend Analysis

IDENTIFIERS- *Continuous Quality Improvement; United Kingdom

Continuous quality improvement (CQI) models, which were first applied in business, are critical to making new technology-based learning paradigms and flexible learning environments a reality. The following are among the factors that have facilitated CQI's application in education: increased operating costs; increased competition from private schools and nontraditional modes of learning; students' increased awareness

Cognitive Reading Assessment for Low Literate Adults: An Analytic Review and New Framework. Technical Report, October 9, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cognitive Measurement; Correctional Education; *Educational Assessment; Evaluation Methods; *Literacy Education; Outcomes of Education; Reading Ability; Reading Achievement; Reading Difficulties; Reading Instruction; Reading Processes; Reading Programs; *Reading Tests; *Student Evaluation; Tutorial Programs

The Study of Adult Reading Acquisition (SARA) is a longitudinal research project designed to measure the development of reading subskills in adults enrolled in instructional programs. The study participants are all students enrolled in a variety of adult education sites and settings, including correctional institutions, community-based programs, adult basic education (ABE) classes, general educational development (GED) classes, public assistance job programs, and tutoring services. The study design serves as a model for using achievement tests in conjunction with cognitive assessments as part of a comprehensive assessment strategy. Included are a vocabulary test, propositional processing tests, a decoding test, a word recognition test, and a silent reading rate test. As in traditional assessment schemes, achievement tests are administered at intervals of instruction appropriate for observing change. In addition, cognitive assessments are given at more closely spaced intervals to monitor stability or change in underlying skills or to decide whether additional diagnostic measures would be helpful. This approach presents a new level of analysis that could help to promote understanding of the enigmatic acquisition processes of adults learning to read. (An appendix provides samples of parts of the assessments.) (Contains 79 references.) (Author/KC)

ED 447 309   CE 080 949

Sarkodie-Mensah, Kwasi, Ed.
Reference Services for the Adult Learner: Challenging Issues for the Traditional and Technological Era.
PUB DATE- 00
NOTE- 435p.; Also published as The Reference Librarian, Volume 33, Numbers 69/70, 2000.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Students; College Faculty; Computer Attitudes; Continuing Education; Disabilities; Distance Education; Educational Attitudes; Foreign Students; Higher Education; *Information Literacy; *Library Instruction; Library Role; Library Services; *Library Skills; Online Searching; *Reference Services; Search Strategies; Teacher Attitudes; *Teaching Methods; User Needs (Information)

This book offers approaches for teaching adult patrons how and where to find information in libraries and through information services. It includes 34 papers, organized in seven sections, expressing the views of faculty, adult students, and administrators as well as librarians on theories of educational family learning programs; and (4) the U.K. government should aim to secure adequate funding for family learning so that everyone has access to affordable, appropriate, and effective support at each stage of life. Specific recommendations for 13 different U.K. agencies are also presented. The bibliography contains 11 references. A list of policy working group members concludes the paper. (MN)

ED 447 325   CE 080 970

Aldridge, Fiona
Short & Sweet: Community Action for Widening Participation.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 26p.; Final report of the Adult & Community Development Project (Project 99).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Programs; Adult Students; Blacks; *Community Action; *Community Education; Community Organizations; Disadvantaged Youth; Economically Disadvantaged; Educational Improvement; Educational Needs; Educational Trends; Foreign Countries; Futures (of Society); Homeless People; Learning Disabilities; Needs Assessment; Older Adults; *Outreach Programs; Participation; Program Development; Program Effectiveness; Program Implementation; Rural Areas; Rural Education; *School Community Relationship; School Districts; Special Needs Students; Student Recruitment; Sustainable Development; Voluntary Agencies; Volunteers
IDENTIFIERS- *England

The Adult and Community Development Project (Project 99) was established to distribute one-time development grants to all local education authorities (LEAs) in England and some voluntary and community organizations for implementation of short-term activities in the adult and community education field. Organizations receiving grants were requested to target their efforts to widen participation in education for members of one of the following groups: blacks, men, families, older adults, disadvantaged individuals, rural residents, adults with learning difficulties, disaffected young adults, and homeless people. Project 99 provided funding for projects in the following areas: country learning; disadvantaged estates; adults with learning difficulties; older and bolder; disaffected young adults; excluded men; black communities; family learning; and sustainable development. Issues raised during Project 99 included the following: creation of opportunities and meeting of needs; additional and future funding; partnership; outreach; venue; the importance of tasters as a way to try something new; progression; accreditation; personal benefits; and areas where funding is most and least successful. An evaluation of the activities conducted with funding from Project 99 confirmed that management of the project was generally successful and efficient. Lists of areas of activity for LEAs and areas of activity for voluntary and community organizations are appended. (MN)

ED 447 326   CE 080 973

Thompson, Jane
Words in Edgeways: Radical Learning for Social Change.

home-based adult education information questionnaire; sample writing assignment; list of resources about learning styles and multiple intelligences; discussion of the role of assessment in home-based programs and assessment for placement and diagnosis; guidelines for portfolio assessment; sample learning contracts; sample writing progress checklists; course outline, learning activities, and handouts for a distance learning training session for General Educational Development (GED)/adult basic education (ABE) instructors; sample press releases; information letter for potential students; sample form detailing program admission requirements; sample follow-up form letters; tip sheets to accompany a GED practice test packet; list and discussion of criteria for choosing curricula for GED and ABE programs; list of sources for distance learning adult education materials; and list of Virginia Adult Education Learning Workgroup contacts. (MN)

ED 447 343   CE 080 996

Greene, Rebecca
The Teenagers' Guide to School outside the Box.
PUB DATE- 01
NOTE- 275p.; Edited by Elizabeth Verdick.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Adolescents; Adventure Education; Annotated Bibliographies; Apprenticeships; Camping; Definitions; Delivery Systems; Distance Education; Dual Enrollment; Early Admission; *Education Work Relationship; Educational Benefits; Educational Objectives; *Educational Opportunities; Educational Practices; *Experiential Learning; Field Experience Programs; Guidelines; High School Students; High Schools; Independent Study; Informal Education; Information Seeking; Information Sources; Internet; Internship Programs; Mentors; National Organizations; Nonprofit Organizations; *Nontraditional Education; Postsecondary Education; Program Guides; School Business Relationship; Service Learning; *Job Shadowing; Youth Apprenticeship Projects
IDENTIFIERS- *Job Shadowing; Youth Apprenticeship Projects

This book, which is intended for high school students, explains how to scout out alternative learning opportunities available to high school students and how to select, prepare for, and make the most of alternative programs. The book begins with a definition of alternative learning and a brief overview of the many types of alternative learning opportunities available to students in and outside their local communities. The following topics are discussed in the book's eight chapters: (1) volunteer programs (benefits of volunteering, volunteering and school, volunteering abroad); (2) courses outside high school classrooms (dual enrollment, summer options, early admission, distance learning, other ways of learning); (3) getting or being a mentor (benefits of mentors, choosing a mentor, making the most of a mentorship); (4) job shadowing a professional; (5) finding an internship program (the nature and benefits of internship, applying for internships, completing an interview, making the most of internships); (6) becoming a youth apprentice; (7) summer camp, adventure, and overseas travel programs; and (8) study abroad (16 reasons to study abroad, choosing the right program, making the most of study abroad). Each chapter contains guidelines; tips; and lists of instruction that was designed to mediate student motivation. The text's purpose is five-fold: to explain what it means to mediate student motivation; to convince the reader that changes in instructional design can motivate both students and teachers; to demonstrate how to make changes to instructional design while respecting the established curriculum, teaching styles, and individual differences; to explain faulty student attribution and how it effects persistence and achievement; and to illustrate how teachers may encourage students to "work smarter and not harder." The text opens with the statement that persons need training in being students. The first lesson explains how to get and hold students' attention. The focus then shifts to modeling as a way of securing the commitment of teachers and students. It examines student behavior and students' time and effort spent on assignments. Some suggestions as to how to correct faulty attributional thinking are offered, followed by tips on how to be a professional student. The author describes good versus bad strategies, explaining that it is important to think through specific behaviors and sequences of behaviors. Some of the efforts that other institutions have made involving intervention plans are summarized. The third section presents actual examples of problems faced by the author. (Includes seven appendices and a glossary of terms.) (MKA)

ED 447 361   CG 029 699

Ungerleider, Steven, Ed.
The Preventiun Researcher, 2000.
PUB DATE- 00
NOTE- 66p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Dating (Social); Drug Abuse; Eating Disorders; Illegal Drug Use; *Prevention; Rape; School Community Programs; Secondary Education; Secondary School Students; Self Injurious Behavior; *Youth Problems
IDENTIFIERS- Victimization

This document consists of volume 7 of "The Prevention Researcher," a service of Integrated Research Services. Each issue provides information on a specific topic. The topic of Issue Number One is adolescent dating violence. This issue includes articles on adolescents' beliefs about rape and sexual victimization, and contains a report on an adolescent dating violence prevention project. Issue Number Two focuses on the topic of harm reduction. Harm reduction is a controversial approach to substance abuse that targets the consequences of drug use rather than its illegal or addictive status. Articles discuss the pros and cons of this approach. Issue Number Three is devoted to an understanding of inhalant use and the prevention of this toxic form of substance abuse. It presents background information and an understanding of the concerns professionals have about its use. Issue Number Four deals with self-injury, specifically cutting, burning, and otherwise harming one's body through self-inflicted wounds, a pervasive problem among teens. It contains information on how to help those who hurt themselves, how bulimia nervosa may be linked to impulse control disorders, and some reasons why youth engage in self-inflicted violence. The final issue is a supplement containing a cumulative topic index. (Author/JDM)

ED 447 362   CG 030 341

justice was founded on internally conflicting value systems: the diminished responsibility and heightened malleability of youths versus the individual culpability and social control of protocriminality. During its first century, the latter generally have become increasingly predominant over the former. Those caught up in the system, however, have remained overwhelmingly the most marginalized youths, from immigrants' offspring in the early 20th century to children of color in contemporary society. This chapter considers such theoretical and sociodemographic variations, and their implications are reviewed for public policy beyond mere political symbolism. (Contains 283 references.) (Author/MKA)

ED 447 383   CG 030 483

Cooper, Stewart E.
Clinical Services in the New Millennium: Expanding Targets, Limited Ammunition.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling Techniques; *Diversity (Student); Educational Resources; Higher Education; *Mental Health Programs; *Psychotherapy; *Research

Research suggests that the severity of emotional, behavioral, and characterological concerns of college students has increased significantly since the late 1980's. There is also evidence of a student body that is becoming more diverse according to race and age. This paper presents data and summarizes findings in three areas: the increase of client severity; the increasing diversity of student populations; and the loss of resources that support clinical services. In addition, current effective practices in college clinical services are highlighted, and creative personnel and technical enhancements designed to stretch limited resources are proposed. This paper calls for a balance of thoughtful considerations of alternatives with both an eagerness to adapt to change and an eye to borrow from other settings and disciplines. (MKA)

ED 447 384   CG 030 484

Final Report of the Commission on Child Abuse. State of Maine, 119th Legislature, Second Regular Session.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Access to Information; Administrators; *Child Abuse; Data Collection; Drug Abuse; Elementary Secondary Education; Family Violence; Legal Responsibility; Prevention; School Health Services; Teacher Certification
IDENTIFIERS- *Maine

This booklet contains the final report of Maine's Commission on Child Abuse. The commission is charged with examining the current policies as well as public and private programs and resources related to physical and sexual abuse of children. The

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Empathy; *Help Seeking; Interpersonal Communication; *Mental Disorders; *Psychotherapy; *Social Attitudes; *Social Cognition
IDENTIFIERS- *Stigma

This paper describes two studies conducted to determine whether there is a stigma associated with being in psychotherapy and if so, how that stigma compares with the well-documented stigma associated with mental illness (Wahl, 1995). In the first study, community members (n=89) were asked to listen to an audiotaped statement from a young man. All participants listened to the same statement, and were either told the statement was from a college student, a college student in psychotherapy, or a college student who is mentally ill. The prediction that the college student in psychotherapy and the college student who is mentally ill would be rated similarly was partially supported. In the second study, the procedures were identical except that the participants (n=76) were asked to read a written transcript of the same audiotaped statement. Again, the prediction that the college student in psychotherapy and the college student who is mentally ill would be rated similarly was partially supported. Results suggest that persons in psychotherapy and persons designated as mentally ill are seen as no different from each other, but very different from persons believed to be normal. (JDM)

ED 447 403   CG 030 558

Lambert, Nadine M.
Applications of Psychological Knowledge to Schooling.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Change; Educational Objectives; Elementary Secondary Education; Learning Theories; Models; *Psychology; *Role; School Restructuring

This paper proposes a framework for the application of psychology to schooling that engages collaboration among users and has the potential to improve education outcomes. The assumption underlying this approach is that effective application to social and schooling contexts are self-directed, active, and experiential. The Learner-Centered Psychological Principles were established to help connect the scientific contributions of psychology as a framework of school restructuring that reflects conventional and scientific wisdom. The principles are organized into four categories: (1) cognitive; (2) motivational and affective; (3) development and social; and (4) individual difference factors. These principles were written to stress individual process and conditions that are central to learning. Psychology can help set the agenda in educational reform, particularly by continuing to document exemplary practices in application of psychology in promoting a learner-centered perspective. (JDM)

ED 447 404   CG 030 563

Mack, Dana

Direct Instruction.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Education; High Risk Students; *Instructional Effectiveness; Instructional Materials; Language Arts; Mathematics Instruction; *Program Content; Program Descriptions; Reading Instruction; *Reading Programs; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- *Direct Instruction

This paper provides an overview of Direct Instruction, an intensive instructional method for grades K-6 based on the theory that learning can be greatly accelerated if instructional presentations are clear, rule out likely misinterpretations and facilitate generalizations. Over 50 instructional programs have been developed based on this teacher-directed, linear approach to learning. Underlying assumptions of Direct Instruction include: (1) all children can be taught; (2) the learning of basic skills and their application in higher-order skills is essential to intelligent behavior and should be the main focus of an instructional program; and (3) disadvantaged students must be taught at a faster rate than typically occurs if they are to succeed in school. More recently, the curricula have been incorporated into a comprehensive school reform model known as the Direct Instruction Model, which includes all three programs--reading, language arts, and math--and affects nearly all school operations. The comprehensive model has been implemented in some 150 schools nationwide. The most widely recognized Direct Instruction program is Reading Mastery, a complete, stand-alone reading and language arts program for students in grades 1-6. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (Contains 17 references.) (SR)

ED 447 425   CS 014 119

Exemplary Center for Reading Instruction (ECRI).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; English Instruction; *Faculty Development; *Instructional Effectiveness; Instructional Materials; Language Arts; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research; Teacher Improvement

This paper provides an overview of the Exemplary Center for Reading Instruction (ECRI), a research-based instructional program designed to improve students' ability to read, understand, and communicate in English. The program focuses on pre- and inservice professional development for teachers who are trained in a highly structured, teacher-directed approach to instruction, with a focus on establishing high levels of student mastery, maintaining on-task behavior, and providing ample time for hands-on work and practice. ECRI is now used in hundreds of schools across the country. Teachers learn to teach comparison is imminent, the paper concludes that: literacy educators must be able to articulate their clear understanding of the constituents of effective practice; literacy teaching must be based on the perceptive assessment of children's strengths and needs, informed by current and relevant research; literacy teaching must use implicit and explicit approaches that are balanced to the needs of children and avoid single "silver bullet" solutions; and strong community and family links are essential for acknowledging and building on the increasing diversity in the schools. Contains 11 references. (MKA)

ED 447 446   CS 014 143

Pernai, Karen; Pulciani, Jodie; Vahle, Heather
Piecing Together Phonics and Whole Language: A Balanced Approach.
PUB DATE- 00
NOTE- 73p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 1; Instructional Effectiveness; *Phonics; Primary Education; Reading Improvement; *Reading Instruction; *Reading Skills; *Whole Language Approach
IDENTIFIERS- *Balanced Reading Instruction

The purpose of this study was to determine the effectiveness of the implementation of the Hello Reader Scholastic Phonics program as an addition to an already rich, literature-based curriculum. Test data suggested that primary grade students were not developing phonetic skills sufficient to meet district expectations. This research was designed to ascertain the degree to which students' literacy skills are enhanced through implementation of a supplementary phonics program. During the data collection period, first grade students were assessed on selected skills, e.g., letter identification, letter sounds, and pre-primer word identification. Implementation strategies intended to improve skill levels included daily phonics lessons, assessments, making word activities, word walls, word games, partner reading, word sorts, dictations, checklists, Venn diagrams, cooperative group work, and related literature. Results suggest that a combination of a phonics program along with a rich, literature based approach to teaching reading successfully enhanced student growth. The reason the Scholastic Phonics Program can be considered successful is due to the amount of growth the targeted population has made. In past years this amount of growth has been made by the end of the year, whereas the targeted students have accomplished this goal by January. Appendixes contain information on administration and scoring of the Qualitative Reading Inventory II; a list of pre-primer words; teaching strategies; sample lessons; and a reading assessment form. (Contains 13 references and 5 figures of data.) (RS)

ED 447 447   CS 014 144

Ediger, Marlow
Assessing Student Word Recognition Skills.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Achievement; Literature Reviews; Primary Education; *Reading Achievement; Reading Research; Reading Strategies; *Reading Writing Relationship; *Writing (Composition)
IDENTIFIERS- *Phonemic Awareness

Phonemic awareness and writing are thought to be important contributors to a child's success with reading. However, studies of "exceptional" children have shown contrary results. The Knowledge Sources theory is used to explain these results with regard to explicit and implicit generation procedures that have their source in the child's reading vocabulary and diverse instructional approaches. Phonemic Awareness appears to be necessary for spelling/writing, but it does not appear to be necessary for learning to read. Contains 33 references. (Author/RS)

ED 447 466 CS 014 172

St. John, Edward P.; Manset, Genevieve; Chung, Choong-Geun; Simmons, Ada B.; Musoba, Glenda Droogsma
Research-Based Reading Interventions: The Impact of Indiana's Early Literacy Grant Program. Policy Research Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Early Childhood Education; *Early Intervention; Elementary Education; *Emergent Literacy; *Literacy; Program Effectiveness; Program Evaluation; *Student Improvement
IDENTIFIERS- Even Start; Impact Studies; *Indiana; Reading Recovery Projects; Success for All Program

With the passage of the Reading Excellence Act, states and their schools have increasingly emphasized the implementation of research-based literacy interventions, and both parties are eager to know the effectiveness of their efforts. However, the evaluation of the impact of any reform is complicated by the presence of other types of interventions that concurrently exist in schools. Using two sequential OLS regression models, this study examined the impact of literacy programs funded by Indiana's Early Literacy Grant Intervention Program (ELIGP) on schools' standardized test scores and rates of retention and special education referral. In each model, blocks of variables pertaining to school characteristics, professional development, parent involvement, and instructional program features (extracted using factor analysis) were added sequentially, and their effects on the three outcome variables were estimated. The two models differed in that the first included categories of ELIGP funding, whereas the second included the type of research-based intervention without regard to source of funding. The final models were similar in terms of coefficient values as well as predicted variance, with some exceptions. The presence of Literacy Collaborative, First Steps, and Success for All in schools, regardless of funding source, were all associated with lower special education referral rates,and Success for All was, in addition, negatively associated with retention rates. Although the impact of Reading Recovery was

Roberts Auerbach); and (9) "Which English Skills Matter to Immigrants? The Acquisition and Value of Four English Skills" (Arturo Gonzalez). The fourth section, What Difference Does Difference Make? contains these essays: (10) "That's Not My Language: The Struggle To (Re)Define African American English" (Rosina Lippi-Green); (11) "Of Spanish Dispossessed" (Frances R. Aparicio); (12) "From 'Bad Attitudes' to(ward) Linguistic Pluralism: Developing Reflective Language Policy among Preservice Teachers" (Gail Y. Okawa); (13) "Between the Lines: Reconciling Diversity and Standard English" (Victoria Cliett); and (14) "Transcultural Rhetorics for Cultural Survival" (Louise Rodriguez Connal). Concludes with: "Afterword: On English Only" (Victor Villanueva). (NKA)

ED 447 482   CS 217 274

Ouzts, Dan T.; Brown, Kathy Laboard
Practical Applications for the Classroom Teacher: A Bibliotherapeutic Approach.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (45th, Indianapolis, IN, April 30-May 5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; *Bibliotherapy; Childrens Literature; Elementary Secondary Education; *Reading Material Selection; *Student Needs; *Teacher Role
IDENTIFIERS- Caldecott Award; Childrens Choices (Booklist); Newbery Award

The new realism of using books to offer solutions to problems or present solutions that could lessen a person's inner turmoil and break down attitudinal barriers to learning was coined "bibliotherapy" by G. O. Ireland in 1930. Each year the International Reading Association publishes an annotated collection of contemporary literature in its Teachers' Choices, Children's Choices, and Young Adults' Choices lists. Many of these books are related to bibliotherapy. Other resources for bibliotherapeutic literature are the Caldecott award-winning books and the Newbery award winners. There is a real need to show students that literature can help them resolve crises they face in constructive ways. Minimal professional development for using a bibliotherapeutic approach is required--collaboration with the librarian will ensure awareness of and sensitivity to literature that contains sexual abuse, strong language, or sex. Strategies that can be used successfully in the classroom are: (1) vocabulary pullout; (2) double entry journals; (3) sociograms; (4) graphic organizers; and (5) cause/effect relationships. (NKA)

ED 447 483   CS 217 275

Burns, Liz
Reading Minds: Using Literary Resources in Family Therapy.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Qualitative Interest Group Conference on Qualitative Research in Education (Athens, GA, January 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

countries were selected based on the following criteria: originally published after 1980; titles that obviously do not indicate the main character's gender, or books about parents; and each book by a different author. The first hypothesis, that mothers and fathers are still depicted in stereotypical situations, was supported. The second hypothesis, that mothers and fathers are depicted more often in stereotypical situations in Japanese books, was not supported; both Japanese and non-Japanese mothers were depicted as socially inactive, spending most of the day at home or in the neighborhood. English-speaking mothers were depicted most frequently as cooking or making pies and cakes. As far as jobs were concerned, 27 of the mothers from both kinds of books hold a job. Comparing Japanese and non-Japanese fathers, the number of occurrences between non-Japanese fathers and children was almost three times as many as the Japanese. Findings show that traditional stereotypical images still exist in children's literature. (Contains 6 references, 8 notes and 2 tables.) (HKA)

ED 447 503   CS 217 314

Prinsen, Tammy
"The Call of the Wild": Thematic Unit.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 8; Junior High Schools; Learning Activities; *Learning Processes; Lesson Plans; *Literary Devices; *Literature Appreciation; *Novels; Student Development; Student Educational Objectives; *Thematic Approach; Units of Study
IDENTIFIERS- *Call of the Wild (The); London (Jack); Response to Literature; *Survival

This unit intends for students to explore various literary devices such as theme, characterization, and vocabulary while they read Jack London's "The Call of the Wild." While reading this text, students will explore the relationship of these devices in connection to the unit's overall theme: survival. Students will be exposed to history, new words, ideas, and technology--knowledge that has real life value and can be used beyond the classroom. The unit aims for students to use teamwork to accomplish specific goals, enhancing and emphasizing the need to work together as demonstrated in the novel. Students will gain an in-depth understanding of the text while learning and retaining new life skills. The unit was designed for an eighth-grade heterogeneous language arts class with a 60-minute time span in a 35-day period. It can be integrated with other subjects such as science, history, geography, and math. The unit integrates such learning theories as Bloom's taxonomy and multiple intelligences, and the kinesthetic learning theory has been extensively employed as well. Throughout the unit students are further aided in the learning process via a mixture of individual, partner, and group activities. (HKA)

ED 447 504   CS 217 315

Carnegie, Teena A. M.
Compromising Composition: Articulating Quality and Practice in Distance Education Policy.

Rapson, 1992). Subjects were 465 students enrolled in an introductory communications course at a university in the southwestern United States. It was hypothesized that (1) teacher and student nonverbal behaviors in the classroom will be related; (2) as students' nonverbal behaviors increase, so will their emotional response; and (3) student and teacher emotional responses will be related. All three hypotheses were supported. Providing additional support for the theory was the fact that students' nonverbal behaviors were more predictive of their emotional response than their teachers' nonverbal behaviors. (Contains 51 references, and 4 tables and a figure of data.) (RS)

ED 447 523 CS 510 436

Alley-Young, Gordon
The Role of the Peer Facilitator in the Experiential Learning Model of Communication.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Focus Groups; Foreign Countries; Higher Education; Instructional Effectiveness; *Introductory Courses; *Peer Teaching; *Speech Communication; Teaching Methods
IDENTIFIERS- University College of Cape Breton NS

This research examines how peer facilitators in an experiential learning model of communication in introductory speech communication courses offered at the University College of Cape Breton in Nova Scotia, Canada, are able to meet the specific learning needs of male and female students simultaneously. Also examined is the perceived role of these facilitators within the model. Data in the report are based on focus group interviews with peer facilitators and literature on experiential learning and Cape Breton cultures. The report details facilitators' attempts to establish authority, rapport and an informal educational environment in ways that do not increase power distances or affect the relationship between facilitators and students. Facilitators are shown to be positive in their support for the model and in their role as facilitators. Further research is suggested to improve facilitator training under the model and to examine facilitation teaching techniques. Contains 12 references. An appendix presents the Focus Group Interview Guide. (Author/RS)

ED 447 524 CS 510 438

Wongprasert, Tanichya K.; Ayres, Joe
Effects of Performance Visualization in Mock Employment Interviews.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research;

PUB DATE- 00
NOTE- 133p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Broadcast Industry; Cable Television; Comparative Analysis; Economic Factors; Foreign Countries; Global Approach; Higher Education; Internet; *Journalism Education; Journalism Research; Newspapers; Presidents of the United States; *Programming (Broadcast)
IDENTIFIERS- Malaysia; Reagan (Ronald); Television News; War on Drugs

The Graduate Education Interest Group section of the proceedings contains the following five papers: "The Press, President, and Presidential Popularity During Ronald Reagan's War on Drugs" (Hyo-Seong Lee); "Malaysia's Broadcasting Industry in Transition: Effect of New Competitions on Traditional Television Channels" (Tee-Tuan Foo); "The Transparency of Culture and Politics in Economic Discourse" (Jennie Rupertus); "Convergence of the Internet Websites by Newspaper, Broadcast, and Internet News Organizations" (Sang Hee Kweon); and "The Impact and Relationship of Policy and Competition on the Program Diversity in Cable TV" (Seung Kwan Ryu). (RS)

ED 447 545 CS 510 462

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Cultural and Critical Studies Division.
PUB DATE- 00
NOTE- 319p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Audience Analysis; Auteurism; Baseball; Fairy Tales; Females; Film Industry; Foreign Countries; Higher Education; Ideology; Internet; *Journalism Education; *Popular Culture; Presidents of the United States; Race; Television
IDENTIFIERS- Capote (Truman); First Amendment; Literary Journalism; *Media Coverage; Prime Time Television; Proposition 187 (California 1994); South Korea; United States (West); Venezuela; Walt Disney Studios

The Cultural and Critical Studies Division section of the proceedings contains the following 11 papers: "'Grimm' News Indeed--'Madstones,' Clever Toads, and Killer Tarantulas: Fairy-Tale Briefs in Wild West Newspapers" (Paulette Kilmer); "The First Amendment and the Doctrine of Corporate Personhood: Collapsing the Press-Corporation Distinction" (David S. Allen); "This Mythical Place, 'El Pais de Las Mujeres': Representing Women in a Venezuelan Telenovela" (Carolina Acosta-Alzuru); "Politics, the Emergence of Entertainment Journalism, and the Battle for Headlines: President Clinton and the 1994-1995 Baseball Strike" (Robert Trumpbour); "Polysemy, Resistance, and Hegemony: An Audience Research of a Korean Prime-Time Drama" (Oh-Hyeon Lee); "Cyberspace: The New Disney Universe" (Jeffrey Layne Blevins); "Examining the Problematic of 'Auteur' Theory: The Case of David E. Kelley and 'Picket Fences'" (Karen E. Kline); "The 'Forgotten' 1918 Influenza Epidemic and Press Portrayal of Public Anxiety" (Janice Hume); "Myth of the Southern Box Office: Lining Domestic Coffers with Global Prejudices" (Elaine Walls Reed); "Ideology and Race in transform their schools into communities of professional learners. It focuses on how the principals demonstrated their own learning and how they nurtured learning in their staffs. It offers a brief profile of each principal and how she incorporated continuous learning into her life. All the principals used similar strategies to achieve increased staff capacity. They developed collegial staff relationships, focused on student success and continuous learning, and viewed teachers as decision makers and implementers. They also nurtured new ways of operating their schools and demonstrated the meaning of a professional learning community by constantly sharing their own learning with their staffs and by orchestrating opportunities for their staffs to incorporate the same practices. Accordingly, staff members responded individually and as a whole to take on these practices and the principals were able to tap the teacher's new-found expertise. Some of the themes that were evident in each school were the following: look for ways to improve learning conditions for students, trust colleagues, ask other teachers for advice, take responsibility for the operation of the school, and value teamwork. (RJM)

ED 447 566   EA 030 696

State Issues Report, 1998-99.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Assessment; Educational Policy; Elementary Secondary Education; National Surveys; *School Law; School Policy; State Programs
IDENTIFIERS- *State Issues

This document contains raw data on the various issues affecting the pre-K-12 community. The information was collected from Lexis-Nexis, legislative staff, state newsletters, school board/teacher associations, and various media. The issues presented here are in alphabetical order and are divided under three headings: state name, status of the issue, and an issue summary. The issues that are described here are as follows: access, accountability, accreditation, adult learning/continuing education, alternative education, assessment, at-risk, attendance, background checks, bilingual/ESL, character/citizenship, charter schools, child abuse, choice, class size, community colleges, comprehensive school reform, corrections education, curriculum, demographics, deregulation, distance learning, drugs, early childhood, economic development, elementary education, enrollment, extended day programs, faculty, finance, financial aid, gifted and talented, governance, health, home schooling, information management, integrated services, K-16, kindergarten, magnet schools, mathematics, mentoring, middle school, minority issues, parent/family, postsecondary, private schools, privatization, professional development, promotion, reading, religion, remediation, safety, scheduling, school boards, school districts, school to work, secondary education, service learning, sexual harassment, site-based decision making, special education, standards, state boards, state policymaking, student incentives, student records, students, summer-school teachers, technology, textbooks, transfer, tuition, uniforms, unions, urban, vocational education, and vouchers. (RJM) with charter schools' facilities concerns. Three appendices reproduce the Colorado Charter Schools Act and the names and addresses of the 64 charter schools operating in the 1999-2000 school year. (RJM)

ED 447 584   EA 030 743

Hertling, Elizabeth; Leonard, Courtney; Lumsden, Linda; Smith, Stuart C.
Class Size: Can School Districts Capitalize on the Benefits of Smaller Classes?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.; Contributing author: Lawrence O. Picus.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Size; *Educational Policy; Educational Strategies; Elementary Secondary Education; Professional Development; *Teacher Student Ratio; Teaching Methods
IDENTIFIERS- *Class Size Reduction

This report is intended to help policymakers understand the benefits of class-size reduction (CSR). It assesses the costs of CSR, considers some research-based alternatives, and explores strategies that will help educators realize the benefits of CSR when it is implemented. It examines how CSR enhances student achievement, such as when the student-teacher ratio is reduced significantly, and details some teachers' reports on the benefits of small classes; for example, students in smaller classes learn basic skills and subject matter more quickly and more thoroughly. Teaching practices in small classes are also examined, with a focus on pedagogy in Tennessee and California. Some of the costs associated with CSR include a reduction in teacher quality and a shortage of personnel and facilities. Alternatives to CSR include enhancing teacher expertise, reorganizing schools, using cooperative learning groups, peer tutoring, schedule changes, team teaching, using parents and volunteers, more computers, and teacher aides. The report stresses the importance of ensuring that enough well-trained teachers are available to meet the increased need, which includes replacing those teachers who will be retiring. The last section of the publication outlines ways to design a policy that is tailored for each district's needs. (RJM)

ED 447 585   EA 030 744

Young, Alexander Seeshing; McInerney, Dennis M.
Facilitating Conditions for School Motivation.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual International Congress for School Effectiveness and Improvement (13th, Hong Kong, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Motivation Techniques; Public Schools; *School Culture; *Student Behavior; Teacher Expectations of Students

Primary and high school students (277 in grades 5-6; 615 in

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; *Outcomes of Education; *Participative Decision Making; Professional Development; *School Based Management; *School Community Relationship; Teacher Empowerment; *Team Training
IDENTIFIERS- *Chicago Public Schools IL; Weber (Max)

Growing dissatisfaction makes major structural changes requiring legislative, popular initiatives, or the approval of governing authorities possible in U.S. schools. Schools raising academic achievement emphasize high student expectations, classroom management, positive feedback, tailored teaching strategies, professional work environments, and student responsibility. Sparked by the fiscal crisis of the 1970s, Chicago school reform efforts aimed to reverse poor performance, better serve disadvantaged and minority students, and lower drop out rates by employing site-based management (SBM), teacher empowerment, and community involvement. Research reveals decentralized decision making strategies characterized by primary community control, teacher control, or principal control. The Chicago Reform Act devised a set of 10 system-wide goals, required that resources be allocated to the most needy students, and established local school councils (LSCs) comprised of 6 parents, 2 teachers, 2 community residents, a building principal, and, in high schools, a student. LSCs were responsible for identifying improvement and spending plans and for selecting a leading principal. Chicago's school reform efforts involves a greater degree of decentralization of authority than reforms elsewhere. Poor accountability processes limited early program effectiveness, particularly in LSC member training. With a shift from cause to function described by Weber as the "routinization of charisma," the Chicago Reform Act is now producing real improvements, including: (1) implementation of structural elements and program revisions; (2) LSC competence; (3) parental and community ownership; (4) school discretion; (5) placement of new principals; (6) excellent in-service programs; (7) high-quality assistance for LSCs; (8) identifying and assisting poorly performing schools; (9) financial stability created by stronger central administration; (10) lessened violence; and (11) signs of educational innovation and learning. (Contains 119 references.) (TEJ)

ED 447 687   EA 030 876

Building on Progress: How Ready Are States To Implement President Bush's Education Plan? A Status Report by the Education Commission of the States.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Accountability; Charter Schools; Educational Change; Educational Finance; Educational Innovation; *Educational Policy; Elementary Secondary Education; Federal Aid; Federal Programs; *Federal State Relationship; *State Departments of Education; State Federal Aid; State Programs; *State Standards
IDENTIFIERS- Bush (George); *Education Commission of the States

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Communication Skills; Content Area Reading; Content Area Writing; Curriculum; *Deafness; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Language Acquisition; Language Tests; Learning Theories; *Literacy Education; Parent Role; Parent School Relationship; Postsecondary Education; Preservice Teacher Education; *Reading Instruction; Student Educational Objectives; Student Evaluation; Teaching Methods; *Teaching Models; Theory Practice Relationship; Whole Language Approach; Writing (Composition); *Writing Instruction

This text provides preservice and inservice teachers with comprehensive information regarding how children who are deaf learn to use language in face-to-face communication, reading, and writing. Individual chapters address the following topics: (1) acquisition of linguistic knowledge in the child who is deaf, language goals for classroom instruction, techniques for using informal approaches and formal tests to assess language, and development of individualized language goals; (2) language as a curricular base on which the full school day is organized, methods of embedding each child's language goals into daily learning experiences, teaching models and strategies, the use of conversation, interdisciplinary curriculum, and issues surrounding bilingual/bicultural education; (3) rationale for using whole language principles, current views of reading and writing development, and reading materials that can enhance literacy development; (4) link between theory and practice concerning literacy development, and literacy teaching activities; (5) strategies for helping children with deafness read and write in the content areas, including reading and study strategies, use of organizers and overviews, and the role of writing across the curriculum; (6) assessment in reading and writing, including portfolio assessment, informal approaches, and standardized tests; and (7) the role of parents. Lists of suggested readings accompany each chapter. (CR)

ED 447 626   EC 308 115

Do You Know...Parent's Role in Behavior Interventions. Information Brochure, Volume 3, No. 1.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; *Classroom Techniques; Educational Environment; Elementary Secondary Education; *Parent Role; *Positive Reinforcement; *Praise
IDENTIFIERS- *Functional Behavioral Assessment

This informational brochure for parents of children with behavior disorders discusses positive behavioral support that focuses on rewarding appropriate behavior, altering environments, and teaching appropriate social, academic, or behavior skills. It explains that functional behavioral assessments can identify triggers of inappropriate behavior and discusses the steps of such an assessment. Parents are provided with the following

Study/Mentorship program in Texas); (3) brief descriptions of the six "unique approaches" programs with contact information; (4) a copy of the School to Work Opportunities Act of 1994; (5) a fact sheet on the School-to-Work Learning and Information Center; (6) a list of resources provided by the Center; and (7) an announcement and request for program submissions due in 1998. (CR)

ED 447 644 EC 308 133

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Role Models and Leaders Project.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 41p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Career Exploration; Corporate Education; Education Work Relationship; Elementary Secondary Education; Females; *Gifted; *Leadership Training; Mentors; Minority Group Children; *Nonschool Educational Programs; *Program Design; *Science Careers
IDENTIFIERS- Virginia

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This report provides an overview of one of the unique approaches models: The Center for Excellence in Education's Role Models and Leaders Project (RMLP) in Vienna, Virginia. Founded by the late Admiral H. G. Rickover, RMLP was established in 1991 to increase the number of minorities and girls who pursue careers in science, technology, and business. High school juniors and seniors attend 20 Saturday sessions at corporate and educational facilities during a 12-month period. Students learn about scientific concepts and their relevance to various professions, career and college planning options, and how to conduct a job search. RMLP has been adopted in Washington, D.C., Los Angeles, and Chicago, with 750 students completing the program. The information packet includes an overview of the Center for Educational Excellence, a description of RMLP, a brochure on RMLP, and articles on the success of RMLP. (CR)

ED 447 645 EC 308 134

Gifted Education/School-to-Work Model: Best Practices and Unique Approaches. Barrington (Rhode Island) School Wide Enrichment Program.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 59p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education);

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Disabilities; *Early Intervention; Educational Environment; Infants; *Play; Toddlers; *Toys
IDENTIFIERS- *Positioning (of Disabled)

This collection of play sheets for parents and early intervention personnel was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of "low-tech" assistive technology. Each single page guide provides guidance to parents of young children with disabilities on one play-related topic. The play sheets are organized into creating play environments, special toys, and positioning for play. The topics covered by the play sheets are reading books with your child, using an overhead gym, keeping toys within reach, hand and finger play, bathtub play, Gertie (an inflatable "tacky" ball) games, selecting switch toys, switch toys (where to begin), standing up, sitting up, and using a "boppy" (a crescent shaped pillow to prop up an infant or small child). (DB)

ED 447 664 EC 308 153

A Collection of Early Intervention Articles: Family-Centered Service Delivery, Play of Children with Disabilities, Assistive Technology for Young Children. Birth through Two. Let's Play! Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 264p.; For related Let's Play! project documents, see EC 308 147-152. Developed by Susan Mistrett, Amy Goetz, Cora Gaff, and Amy Baxter.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Assistive Devices (for Disabled); Child Development; Delivery Systems; *Disabilities; *Early Intervention; *Family Involvement; Infants; *Play; Services; Technology; Toddlers; *Toys

This collection of journal article reprints was developed by the "Let's Play! Project," a 3-year federally supported project that worked to promote play in infants and toddlers with disabilities through the use of "low-tech" assistive technology. The articles are organized into three groups: (1) play of children with disabilities (seven articles); (2) family-centered services (six articles); and (3) assistive technology (nine articles). Topics covered in the articles include the following: social-cognitive development and toys; play-based assessment; play and communication skills in children with Down Syndrome; play deprivation in children with physical disabilities; play and concept development in infants with severe visual impairments; emergence of social play in infancy; family outcomes in early intervention; family-centered service coordination; early intervention and the parent-child interaction; assistive robotics; family-centered assistive technology decision making; assessing infant environments; and augmentative communication. (Individual articles contain references.) (DB)

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Decision Making; *Educational Environment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Public Schools

This study analyzed current practices in the revitalization of school buildings and assimilates data that can be used by school administrators when deciding on revitalization issues. Data from nine revitalized schools since 1985 and a literature review of the elements for planning the revitalization of school facilities indicate that structural soundness, program support, site, and cost are the areas of concern with planning of the revitalization of a school. Specific planning elements included the development of educational specifications, attention to site condition, consideration of playground areas, importance of the exterior appearance of the school buildings, space utilization, condition of mechanical and electrical systems, importance of energy efficiency, development of barrier-free environments, treatment of thermal environments, consideration of acoustics, management of visual environments, selection of furniture and equipment, and attention to aesthetics. Appendices provide a roof management program, energy conservation measures of the National Petroleum Council, the functions of carpeting in schools, the National Council of Schoolhouse Construction Brightness Goals, a list of areas where the school facility can enhance student learning, and a revitalization of school facilities review guide. (Contains 51 references.) (GR)

ED 447 689 EF 005 818

Coffey, Harold Edward
Guidelines for Planning Public School Facilities: A Trends-Oriented Approach.
PUB DATE- 92
NOTE- 299p.; Ph.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Guidelines; Public Schools; Surveys

This study establishes guidelines for planning future public schools based upon identified global, societal, and educational trends that likely will impact the types of school facilities built. Sixty-six guideline elements were developed and judged as essential, highly desirable, and significant by 13 national educational facility planning specialists. Major conclusions from the study are that educational practitioners advocated systematic, proactive, long- and short-range facility planning; that aesthetic, psychological, and behavioral environmental enhancement factors were key areas in future school designs; and that schools should be designed to offer optimal comfort to all inhabitants with flexible spaces where teachers and students can learn, relate, and explore. Appendices provide the interview guide: Guidelines of Planning Future Public School Facilities; an annotated list of jury participants; the facility questionnaire used to assess the guideline elements; and the respondent ratings to the individual guideline elements. (Contains 129 references.) (GR)

ED 447 690 EF 005 853

Ruth, Linda Cain
Design Standards for Children's Environments.

LEP Enrollment"; Growth of Total Northwest Student Enrollment and LEP Enrollment"; "Number and Percentage of Northwest LEP Students Who Speak Spanish"; and "Possible Sources of Bias and Distortion in Student Assessments." Numerous figures, diagrams, illustrations, and 130 print and Web references are included. (KFT)

ED 447 710 FL 026 488

Weinstock, Deborah
The Role of American Sign Language in Improving Behavioral Functioning in Developmentally Delayed Children with Communication Disorders.
PUB DATE- 00
NOTE- 102p.; Master of Arts Thesis, Touro College, New York.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *American Sign Language; *Augmentative and Alternative Communication; *Communication Disorders; Developmental Disabilities; Elementary Education; Elementary School Students; Participant Observation; Qualitative Research; Second Language Instruction; Second Language Learning

This thesis investigated the effects of adding the learning of American Sign Language (ASL) signs (as part of the Applied Behavior Analysis) on the negative behaviors of seven developmentally disabled children (aged 8-13 years). The children were measured on the following: overall disruptive behavior; aggressive behavior; tantrums; and the use of ASL signs over the course of 20 consecutive school days (10 days for the establishment of the baseline, 10 days for the study of the intervention). Results on these measures failed to provide support for the efficacy of ASL signs. Qualitative observations, however, did lend support for the use of the intervention. The lack of quantitative findings is explained by the fact that signs were being implemented before the baseline period and that most of the dramatic treatment gains had been obtained before the baseline measurements were completed. Although the study did not provide hard evidence for the efficacy of using ASL with the developmentally disabled population, there was enough anecdotal evidence to consider applying this intervention. The advantage of ASL is that even if it is not effective, the iatrogenic effects of using it are minimal at most. The findings from this study suggest that caretakers who take the time to implement ASL signs into the behavioral repertoire of developmentally disabled children will see dramatic improvements in the child's behavior. Two appendices containing behavior rating scales and 78 references are included. (KFT)

ED 447 711 F 026 489

Hruska, Barbara L.
Ideologies, Programs, and Practices: Implications for Second Language Learners.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Puerto Rican Studies Association Conference (Amherst, MA, October 28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Bilingualism; Critical Theory; Elementary Education; Elementary School Students;

There has been a longstanding interest among second and foreign language educators in research on language and the brain. By understanding how the brain learns naturally, language teachers may be better able to enhance their effectiveness in the classroom. This digest examines current brain research and discusses its implications for second language learning. Sections include the following: (1) Brain Development: Can Teaching Make a Difference? (2) Learning through Connections; and (3) Are All Brains the Same? The digest suggests that our understanding of the brain is continually evolving, and thus our interpretation of the implications of findings from brain-based research for teaching and learning should also continually evolve. Brain research cannot prescribe what we should teach, how we should organize complex sequences of teaching, or how we should work with students with special needs. Educators should not abandon their traditional sources of insight and guidance when it comes to planning effective instruction. They should continue to draw on and develop their own insights about learning based on their classroom experiences and classroom-based research to complement the insights that are emerging from advances in brain research. (VWL)

ED 447 728   FL 026 530

Short, Deborah J.
The ESL Standards: Bridging the Academic Gap for English Language Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Access to Education; *Educational Objectives; *English (Second Language); Equal Education; Futures (of Society); Second Language Learning
IDENTIFIERS- *Content Area Teaching; ERIC Digests

This digest discusses the rationale behind and development of the English-as-a-Second-Language (ESL) standards. To ensure that English language learners (ELLs) would have access to effective educational programs and the opportunity to reach high standards, the Teachers of English to Speakers of Other Languages (TESOL) decided to pursue the development of the ESL standards. A conceptual framework that articulated TESOL's vision of effective education for ELLs was drafted. The framework calls on all educational personnel to assume responsibility for ELLs and demands that schools provide these students with access to all services, such as gifted and talented courses. The framework also lists principles of second language acquisition and explains the benefits of bilingualism and the contribution of native language proficiency to the development of English. Nine ESL content standards are organized under three educational goals. They state what students should know and be able to do as a result of ESL instruction and set goals for students' social and academic language development and sociocultural competence. The ESL standards are listed in the digest. Discussion highlights what the standards mean for educators, implementation of the ESL Standards, and future directions. (VWL)

ED 447 258 CE 080 395

Maurer, Matthew J.
Integrating Science Education and Career and Technical Education. In Brief: Fast Facts for Policy and Practice, No. 3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; Career Education; Curriculum Development; *Education Work Relationship; Educational Improvement; *Integrated Curriculum; Job Skills; *Science Education; Secondary Education; *Standards; Technological Literacy; Vocational Education; *Work Experience Programs

Changes in work and the workplace have made competing demands on school reform: higher standards and expectations for academic achievement as well as technical competence and ability to apply knowledge in context. Therefore, educators must discover how academic subjects such as science can be a more integral part of career and technical education (CTE). The National Science Education Standards provide guidelines for improving K-12 science education; in regard to CTE they specify learning through inquiry, hands-on learning, minds-on learning, and process skill development. These four areas are important to CTE because they focus strongly on problem-solving skills and can be easily linked to real-world applications. Work-based learning (WBL) experiences in science could further science literacy and science career interest. Some schools are taking novel approaches to integrating science and WBL activities, for example, Turner Technical Arts High School in Miami applies biology concepts to real-world situations, such as extracting DNA from fresh vegetables. In order to achieve science literacy, "science at school should resemble science at work" (M. Vickers 1998). As students learn to analyze and solve workplace problems using the inquiry-based methods of science, they need to be introduced to the techniques and concepts that are used by professionals. A combination of reform efforts such as the National Science Education Standards and the school-to-work movement can help bridge the gap between academic and occupational learning and between abstract, decontextualized knowledge and practical, contextualized knowledge. (Contains 12 references.) (KC)

ED 447 259 CE 080 597

Camenson, Blythe
Opportunities in Adult Education Careers. VGM Opportunities Series.
PUB DATE- 00
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Educators; Adult Programs; Adult Students; Career Choice; Career Counseling; *Career Development; Career Education; Educational Administration; *Employment Practices;

VETS appears to be taking a reactive rather than proactive approach. While VETS recognizes that the establishment of one-stop centers will increase the number of its service delivery points, it has not developed any plans to address how it will provide assistance at all centers. The quality of some VETS' program management data is questionable, and it is unlikely VETS can accurately assess its performance nationally and know whether it improves from year to year. (YLB)

ED 447 275 CE 080 878

Wonacott, Michael E.
Credentials: One Size Fits All? The Highlight Zone: Research Work No. 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Education; College Programs; *Credentials; *Degrees (Academic); *Education Work Relationship; Educational Attainment; *Educational Certificates; Educational Research; Educational Trends; Employment Qualifications; Enrollment Trends; Graduate Study; Guidelines; High Schools; Higher Education; Literature Reviews; Outcomes of Education; Racial Differences; Sex Differences; *Student Certification; Technical Education; Trend Analysis; Two Year Colleges; Universities; Vocational Education

Traditional academic diplomas and degrees remain the most prominent credentials for the workplace. Educational participation and rates of attainment of traditional and other credentials at all levels are at an all-time high. Between 1970 and 1997, female postsecondary enrollments increased by 67.2%. Blacks and Hispanics, however, remained underrepresented in postsecondary education. Compared with traditional credentials, certificates are much more closely tied to the specific knowledge and skills needed for a particular occupation or profession and focus less on broader educational goals. Because of their tight focus on industrywide or professionwide standards, certificates are often more relevant to the needs of workers and employers alike. Certificates can be acquired in some secondary career and technical education (CTE) programs, as well as at the subbaccalaureate and postbaccalaureate levels. Proprietary and industry certificates are the newest phenomenon in credentials. A large body of evidence indicates that credentials bring substantial returns to their holders, with the highest-level credentials yielding the highest returns. CTE practitioners can help their students obtain a realistic idea of their options by providing them with information and guidance on the following items: a range of credentials; individual interests, aptitudes, and abilities; and labor market factors. (Contains 21 references.) (MN)

ED 447 276 CE 080 902

Al Abbar, Mohamed Ali
Culture and Sustainable Development.
PUB DATE- 00
NOTE- 7p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.

of what they need to succeed in the workplace; and the need to keep costs down while maintaining quality and demand. A macromodel for quality and CQI in student learning has been proposed as a comprehensive approach for strategic planning and management of "educational products." Components of the model include the following: institutional vision, primary values, and goals based on the strategic implications of using technology-based educational solutions; a program quality assurance system; a faculty development plan that includes provisions for delivering the technical and nontechnical training needed to incorporate technology into the curriculum; assessment of learning from a distance and in the classroom; enabling policies, structures, and resources; and cross-departmental, cross-functional support groups. The CQI process must promote the following items: self-paced learning; standardization; anytime, anyplace learning; reduced operational costs; and development of "virtual team" skills in students. (MN)

ED 447 292   CE 080 926

Hanrahan, Paul Terence
Preparation for Life-Long Learning: Putting People Back into the Centre of Learning.
PUB DATE- 00
NOTE- 25p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adult Learning; Building Trades; Case Studies; Delivery Systems; Economic Change; *Education Work Relationship; Educational Administration; Educational Attainment; Educational Environment; Educational Needs; Educational Philosophy; Educational Policy; Educational Practices; Educational Research; Educational Strategies; Educational Theories; Educational Trends; Foreign Countries; Graduate Study; Human Capital; *Labor Force Development; Labor Market; *Lifelong Learning; Literature Reviews; Needs Assessment; Postsecondary Education; Private Schools; Program Development; Public Policy; School Business Relationship; *Student Centered Curriculum; Teacher Education; Tec Information Economy; *TAFE (Australia); University of Melbourne (Australia)
IDENTIFIERS- Information Economy; *TAFE (Australia); University of Melbourne (Australia)

The changing nature of work and the role of educational processes and cultures of practice and research in helping put people back into the center of learning and preparing individuals for lifelong learning were examined in the context of Australia's technical and further education institutes, higher educational facilities, and private providers. The examination focused on the following issues: (1) critical/interpretivist and deterministic/technocratic frameworks; (2) political and economic discourses; (3) economic rationalism (instrumentalism); (4) neocorporatism and federal corporatism; (5) managerialism; (6) human capital theory; (7) functionalism and vocational education and training policy initiatives; and (8) merger of the cultures of practice and research and the delivery of higher education to mature lifelong learners. The psychology that explain how adults learn. The book provides suggestions from adult learners to help reference service personnel understand what these clients need to know about using new technologies and finding information. Section 1, Information Explosion, Technophobia, and Technostress, includes "Information Explosion: Continuing Implications for Reference Services to Adult Learners in Academia" (Ezzo and Perez); "Information Explosion and the Adult Learner" (Christian, Blumenthal, and Patterson); "Stress Relief: Help for the Technophobic Patron from the Reference Desk" (Harrison); "Overcoming Technostress in Reference Services to Adult Learners" (Quinn); "Technological Mediation: Reference and the Non-Traditional Student" (Grealy); and "Challenges Faced by Reference Librarians in Familiarizing Adult Students with the Computerized Library of Today: The Cuesta College Experience" (Bontenbal). Section 2, Understanding the Characteristics, Needs and Expectations of Adult Learners to Better Serve Them, includes "Envisioning the Mature Re-Entry Student: Constructing New Identities in the Traditional University Setting" (Given); "A Close Encounter Model for Reference Services to Adult Learners: The Value of Flexibility and Variance" (Baron and Strout-Dapaz); "Helping Adult Undergraduates Make the Best Use of Emerging Technologies" (Moslander); "Understanding the Characteristics, Concerns, and Priorities of Adult Learners To Enhance Library Services to Them" (Veal); and "After-Five Syndrome: Library Hours and Services for the Adult Learner" (Anne Fox). Section 3, Theories of Adult Learning: Implications for Reference and Instructional Services for the Adult Learner, contains "How Do We Learn? Contributions of Learning Theory to Reference Service and Library Instruction" (Roy and Novotny); "Andragogical Librarian" (Ingram); and "Adult Learning Theory and Reference Services" (Ghaphery). Section 4, From a Distance: Providing Reference and Instructional Services for the Adult Learner, includes "The Librarian as Bricoleur: Meeting the Needs of Distance Learners" (Jayne); "Interactive Reference at a Distance: A Corporate Model for Academic Libraries" (Ware, Howe, and Scalese); "Reference Provision in Adult Basic and Community Education" (Renshaw); "The University Library's Role in Planning a Successful Distance Learning Program" (Hufford); "Library Services to External Students from Australian Universities" (Middleton and Peacock); "Facilitating Adult Learning: The Role of the Academic Librarian" (Currie); and "Going the Distance (and Back Again)" (Gibson and Scales). Section 5, Reference, Instruction, and Information Literacy, includes "Reference Services to Police Officer Students at the School of Police Staff and Command, Traffic Institute, Northwestern University" (Ramachandran); "Library Instruction and Information Literacy for the Adult Learner" (Caravello); "Adult Students: Wandering the Web with a Purpose" (King-Blandford); "Breaking the Mold: Using Educational Pedagogy in Designing Library Instruction of Adult Learners" (Naomi Harrison); "Delphi Method in Web Site Selection" (Green). Section 6, Serving Diverse Populations: Disabled Patrons and International Students, contains "Reference Services for All: How To Support Reference Service to Clients with Disabilities" (Miller-Gatenby and Chittenden); "Strategies for Providing Effective Reference Services for International Adult Learners" (Kumar and Suresh); "Reference Services to the International Adult Learner" (Brown); "Reference Services: Meeting the Needs of International Adult Learners" (Chattoo); and "Reference Services and the International Adult Learner" (Liestman). Section 7, From the Horse's Mouth: Views

PUB DATE- 97
NOTE- 145p.; Foreword by Helena Kennedy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; Change Agents; Educational Needs; *Educational Philosophy; Educational Responsibility; Educationally Disadvantaged; *Empowerment; Feminism; Foreign Countries; Outcomes of Education; Postsecondary Education; Relevance (Education); *Role of Education; School Role; Secondary Education; *Social Change; Social Responsibility; Theory Practice Relationship; *Womens Education
IDENTIFIERS- England

This book advocates for the role of education in helping to include those who have no voice in society. The collection of writings challenges many of the prevailing attitudes that underpin education policy (especially in England) and impeaches the reforms which run counter to "real" education. The 10 articles, written over a 20-year period, include the following: "Adult Education and the Disadvantaged"; "The Personal Implications of Women's Subordination"; "Women and Adult Education"; "The Cost and Value of Adult Education to Working Class Women"; "Adult Education and the Women's Movement"; "Doing It for Ourselves"; "Learning, Liberation, and Maturity: An Open Letter to Whoever's Left"; "Feminism and Women's Education"; "The Great Tradition: A Personal Reflection"; and "Really Useful Knowledge: Linking Theory and Practice." (KC)

ED 447 327 CE 080 974

McGivney, Veronica
Working with Excluded Groups: Guidelines on Good Practice for Providers and Policy-Makers in Working with Groups Under-Represented in Adult Learning.
PUB DATE- 00
NOTE- 33p.; Based on the Oxfordshire Widening Participation project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Action Research; Adult Education; *Adult Students; Adults; Caregivers; Developed Nations; Educational Planning; *Educationally Disadvantaged; Foreign Countries; Homeless People; Minority Groups; Nontraditional Students; Older Adults; One Parent Family; *Outreach Programs; Partnerships in Education; *Program Development; Program Implementation; Rural Population; *Student Recruitment; Unemployment; Unskilled Workers
IDENTIFIERS- *England (Oxfordshire)

The groups least represented in education and training provision in the United Kingdom are those who are also the most socially and economically disadvantaged: long-term unemployed people; low-wage manual workers; people with poor literacy and no qualifications; members of some black and Asian communities; older adults; homeless people; single parents; caregivers of sick or elderly relatives; and rural adults. Encouraging these groups to engage in education is a complex and multi-faced process that involves a range of inter-dependent elements, such as development work in the community, curriculum development, publications, World Wide Web sites, and organizations providing additional information. (MH)

ED 447 344 CE 080 997

From Initial Education to Working Life: Making Transitions Work. Education and Skills.
PUB DATE- 00
NOTE- 207p.; Related national Background Reports and Country Notes available on the OECD Web site: http://www.oecd.org/els/edu/index.htm.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Learning; Articulation (Education); Comparative Analysis; Cooperative Planning; Coordination; Delivery Systems; Developed Nations; Developing Nations; Disadvantaged Youth; Economic Impact; *Education Work Relationship; Educational Attainment; *Educational Needs; Educational Policy; Employment Patterns; Employment Problems; Equal Education; Evaluation Criteria; Foreign Countries; Influences; International Cooperation; International Educational Exchange; Labor Market; *Lifelong Learning; Models; National Programs; Needs Assessment; *Outcomes of Education; Performance Factors; Policy Formation; Postsecondary Education; Predictor Variables; *Program Effectiveness; Program Evaluation; Resear Impact Studies; *Organisation for Economic Cooperation Development
IDENTIFIERS- Impact Studies; *Organisation for Economic Cooperation Development

The Organisation for Economic Cooperation and Development (OECD) conducted a thematic review to identify changes in young people's transition to working life during the 1990s and to identify those policies and programs that are effective in delivering successful transition outcomes for young people. The review focused on 14 countries with widely different economic contexts, populations, and forms of government. The following items were identified as key ingredients of successful transition systems: a healthy economy; well-organized pathways connecting initial education with work and further study; widespread opportunities to combine workplace experience with education; tightly knit safety nets for those at risk; good information and guidance; and effective institutions and processes. (Twenty-two figures are included. The bibliography contains 165 references. The following items are appended: lists of national coordinators and review team members; a list of consultants' papers; 22 statistical tables; detailed guidelines for labor market indicators of transition outcomes in comparative studies; a comprehensive framework for indicators of the transition for initial education to working life; a discussion of the relationship between low education levels and labor market disadvantage; a discussion of the availability of indicators of key transition goals; and country codes used in tables and charts.) (MH)

ED 447 345 CE 080 998

Hanser, Lawrence M.; Robyn, Abby E.
Implementing High School JROTC Junior Reserve Officers Training Corps Career Academies.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 00
NOTE- 112p.; Also supported by the Joint Staff, the unified

Sampson, James P., Jr.; Peterson, Gary W.; Lenz, Janet G.; Reardon, Robert C.; Saunders, Denise E.
The Use and Development of the Career Thoughts Inventory.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Career Choice; *Career Counseling; *Cognitive Processes; College Students; High School Students; High Schools; Higher Education; *Measures (Individuals); Programmed Instructional Materials

The Career Thoughts Inventory (CTI) is a theory-based assessment and intervention resource intended to improve the quality of career decisions made by adults, college students, and high school students, while at the same time improving the quality of career services delivered to them. It is a self-administered, objectively scored measure of dysfunctional thinking in career problem solving and decision making and it was developed to integrate the functions of assessment and intervention within a career service delivery context. Its goal is to link the measure and the accompanying workbook in such a way that clients can make more effective use of their and their practitioner's time, while effectively incorporating the assessment concepts into intervention strategies for change. Thus, the CTI is comprised of traditional assessment components plus a learning resource workbook. It is based on a cognitive information processing theoretical approach to career development and career services, and a cognitive therapy theoretical approach to mental health and mental health services. The benefits of using the inventory is that it can be quickly administered; rapidly scored; easily interpreted; integrated into counseling homework; and it is inexpensive to used (Contains 15 references.) (Author/JDM)

ED 447 363 CG 030 352

A National Framework for State Programs of Guidance and Counseling: A Foundation for Student Academic and Life Long Success.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Comprehensive Guidance; Elementary Secondary Education; Guidance Programs; Models; Program Evaluation; *School Counseling; *School Guidance; *Standards; *State Programs

Nationwide experience over the last 20 years strongly suggests that state and local education agencies must work together to establish a common vision, standards, and common expectations--a framework--for their comprehensive guidance and counseling programs. This document presents a framework that brings together the basic elements to develop, implement, and evaluate comprehensive guidance and counseling programs in local school districts. It provides a comprehensive approach to guidance and counseling that reaches one hundred percent of the student population in a school district. It is based on the premise that guidance is an integral part of the total educational system of a school and is integrated into all programs of the school district. The connection between student accountability commission's recommendations are discussed in detail. The nine recommendations concern: teacher and administrator certification; learning results standards; Maine's Children's Trust Incorporated; clarification of statutory responsibilities; the Department of Human Services; support for school-based health centers; statistics and data; connecting child abuse with substance abuse and addiction and violence; and improving access to information. Appendixes are: Authorizing Joint Order; Commission Membership; Bureau of Child and Family Services Case Flow Continuum; Web Site of Youth Leadership Advisory Team; Maine Children's Trust Historical Summary and Background Information; Web Site of Communities for Children; and "Maine Kids Counts Data Book" Maine State Profile. (MKA)

ED 447 385   CG 030 485

Hartung, Paul J.; Lewis, Daniel M.; May, Kathleen; Miles, Spencer G.; May, Kathleen
Family Interaction Patterns and Career Development.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Guidance; *Family Role; Family Work Relationship; Higher Education; *Models; Undergraduate Students
IDENTIFIERS- *Role Salience; *Vocational Identity

This paper examines the use of a circumplex model of family interaction patterns for explaining variance in work and family role salience and vocational identity in a sample of 173 college students (107 women, 65 men). Results indicate a significant link between perceived emotional closeness and structural flexibility in the family-of-origin and higher levels of salience for family roles. Significant relationships between dimensions of the family interaction model and levels of work-role salience and vocational identity were not found. Career assessments and interventions that attend to perceived family-of-origin dynamics may be of significant use and benefit in assisting clients to better comprehend and fit the role of family into their life-careers. Research and counseling interventions may need to focus less on these family dimensions and more on the individual traits, states, and goals when considering clients' work-role salience and vocational identity development. Further research is needed to determine more precisely the degree of transportability of the family circumplex model to the vocational domain. (Contains 2 tables and 53 references.) (Author/MKA)

ED 447 386   CG 030 493

Boren, John J., Ed.; Onken, Lisa Simon, Ed.; Carroll, Kathleen M., Ed.
Approaches to Drug Abuse Counseling.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Comparative Analysis; *Counseling;

Hungry Hearts: Evaluating the New Curricula for Teens on Marriage and Relationships. A Report to the Nation.
PUB DATE- 00
NOTE- 57p.; Funded by the W. H. Brady Foundation and the Achelis Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Curriculum Research; *Interpersonal Relationship; *Marriage; Mate Selection; Secondary Education; Secondary School Students
IDENTIFIERS- Courtship; *Marriage Education

This report evaluates ten marriage and relationship skills curricula that are representative of materials currently in use as part of school-based marriage education for junior high and high school students. The evaluation is based on five criteria: (1) the curriculum has a marriage focus; (2) it conveys to students that marriage is typically beneficial; (3) it is comprehensive; (4) it is age-appropriate; and (5) it recommends general habits of good characters and characteristics of personal development which can enhance marriageability. No marriage curriculum met all five criteria, although three contained a sustained marriage focus, affirmed the benefits of marriage, and came closer than the others in offering diverse types of knowledge about marriage in an age-appropriate fashion. Recommendations are included for educators, parents, and community leaders on the guidance students should receive for marriage preparation. Throughout the report are sidebars containing additional information. The report concludes with a list of additional curricula and 89 endnotes. (JDM)

ED 447 405 CG 030 564

The Marriage Movement: A Statement of Principles.
PUB DATE- 00
NOTE- 37p.; Also supported by the Religion, Culture, and Family Project of the University of Chicago Divinity School. Statement stems in part from a consultation of marriage leaders (New York, NY, January 24-25, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Divorce; Interpersonal Communication; *Marital Satisfaction; *Marriage; Position Papers; Social Environment; Social Support Groups
IDENTIFIERS- Grassroots Efforts; Marital Adjustment; *Marriage Education

This document was created as part of a grassroots movement to strengthen marriage. It was written to provide a public voice and direction for the movement; explain intentions; specify goals; and seek public support. Social phenomena of the last decades, such as failure of the divorce and the unwed-childbearing revolutions, have helped spur on this movement. The document addresses whether strengthening marriage is a legitimate public goal, and explains how independently diverse groups of leaders have been organizing initiatives to strengthen marriage. These groups include the Marriage Education Movement; the Faith-Based Marriage Movement, the Scholarly Marriage Movement; the Divorce Law Reform Movement; and the Governor's Marriage Movement. Professional leaders are encouraged to help renew a marriage culture through use of the following principles: (1) make supporting marriage a goal; (2) respect the special status of marriage; (3) reconnect marriage word recognition skills, vocabulary, comprehension, study skills, spelling, penmanship, proofing, creative and expository writing, and literature. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 426 CS 014 120

Failure Free Reading.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *High Risk Students; *Instructional Effectiveness; Instructional Materials; Limited English Speaking; Program Content; Program Descriptions; *Reading Difficulties; Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading

This paper provides an overview of Failure Free Reading, a program with the primary goal of providing a basic understanding of the reading process to students in grades K-12 with pronounced reading difficulty and move them into traditional reading programs. The program is targeted to and most effective with at-risk and English as a Second Language students, those with severe learning difficulties and others in the lowest reading percentiles. All students are expected to learn to read from meaningful material from the beginning of the program, regardless of prior reading ability. Failure Free does not deny access to any student and does not discontinue the program for any student for any reason other than successful transition from the program. Failure Free integrates facilitator-directed classroom instruction, talking software, and instructional print materials. Facilitators can be teachers, assistants, or noncertified tutors. Sections of the paper discuss background, philosophy, and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 427 CS 014 121

Fast ForWord.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; High Risk Students; *Instructional Effectiveness; Instructional Materials; Internet; Preschool Education; *Program Content; Program Descriptions; Reading Difficulties; *Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading
IDENTIFIERS- *Fast ForWord

This paper provides an overview of Fast ForWord, a CD-ROM and Internet-based training program for children (pre-K to grade 8) with language and reading problems that helps children rapidly build oral language comprehension and other critical skills necessary for learning to read or becoming a better reader.

(120)
DESCRIPTORS- Primary Education; *Reading Skills; *Skill Development; *Word Recognition
IDENTIFIERS- *Reading Behavior; Reading Fluency

To become fluent readers students need to become proficient in recognizing words. Word recognition is a skill and not an end in and of itself. This paper cites the following reading behaviors of students who do poorly in word recognition: (1) read in a halting manner; (2) identify words incorrectly; (3) fail to read in thought units; (4) mispronounce closely spelled words; (5) do not use phonics to recognize unknown words; (6) reread words and phrases which have already been identified correctly; (7) do not try to identify the unknown words; (8) call words aloud but do not understand what has been read; (9) insert words when reading; and (10) omit selected words while reading content. The paper then discusses in detail the 10 poor reading behaviors. (NKA)

ED 447 448 CS 014 145

Nettle, Keith
Reading the Future.
PUB DATE- 00
NOTE- 12p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; *Futures (of Society); Government Role; Illiteracy; *Literacy; Publishing Industry; *Reading
IDENTIFIERS- *Technology Integration

Given the strong sense of passing time which seems to be wired into human beings, it is only natural that the Year 2000, or Y2K in contemporary jargon, should lead to serious speculation about the future. Reading and literacy, old skills relatively speaking, continue rightly to figure in those predictions (along with the technologically advanced media) owing to their perceived importance in the contemporary world. This paper discusses the prediction of the educational and media future which was made by an American futurologist P.H. Wagschall in 1978. The paper reviews where Wagschall was correct--the capacity of the computer to communicate vast amounts of information, for example--and where he was wrong--understating and undervaluing people's reasons for reading, for example. It then considers the reasons human beings read, for utility and for pleasure, principally. It also discusses how governments have encouraged literacy education (sometimes intervening directly), and the transformation of libraries and publishing in recent years. The paper notes that readers have the hardback book, the paperback, the Book Club edition, the audiobook, the abridged book, and now the e-book. And it muses about a way to combat the failure to read voluntarily by those who know how to read. (NKA)

ED 447 449 CS 014 146

Brown, Gavin; Dunn, Karyn
Finding Details, Main Ideas, & Good Sources: How Information Literate Are NZ Students?

more complicated, it appeared to be associated with lower retention rates when the program was sustained over time. These findings suggest that research-based literacy programs, including those funded by ELIGP and other sources, enhance student outcomes even after controlling for effects of other interventions. Contains 1 figure, 7 tables of data, 16 references, and an appendix of supplementary analysis. (Author/SR)

ED 447 467   CS 014 173

St. John, Edward P.; Manset, Genevieve; Chung, Choong-Geun; Simmons, Ada B.; Musoba, Glenda Droogsma; Manoil, Kim; Worthington, Kim
Research-Based Reading Reforms: The Impact of State-Funded Interventions on Educational Outcomes in Urban Elementary Schools. Policy Research Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Elementary Schools; *Emergent Literacy; *Financial Support; Primary Education; *Program Effectiveness; Program Evaluation; Reading Improvement; Reading Instruction; School Funds; *Urban Schools
IDENTIFIERS- Reading Recovery Projects

The Early Literacy Intervention Grant Program (ELIGP) supports training in Reading Recovery and provides grants for Other Early Literacy Interventions (OELI) in Indiana's elementary schools. This study examined the impact of funding on urban elementary schools, using surveys of funded and comparison schools in 1997-98, 1998-99, and 1999-2000. When the effects of types of funding were examined in regression analyses, the findings were: Reading Recovery funding and OELI funding were associated with lower retention rates in urban schools in Indiana; Connected-Text Approaches to literacy instruction, which are integral to Reading Recovery and other interventions, were also associated with lower retention rates; having Certified Specialists (i.e., trained Reading Recovery teachers) was associated with lower special education referral in urban schools; and book distribution to parents and paired reading between parents and children were associated with lower special education referral in urban schools. When the effects of the types of interventions that schools implemented were examined in a regression analysis, the findings were: Literacy Collaborative (a program that combines Reading Recovery with classwide reform) was associated with lower retention rates (grades 1-3) in urban schools; and Certified Specialists (i.e., Reading Recovery) were associated with lower special education referral rates and retention rates in urban schools. These findings indicate that the ELIGP has had a significant, measurable impact on educational outcomes in urban schools in Indiana. They indicate that ELIGP has contributed to the effectiveness and efficiency of urban education in the state. Contains 3 tables of data and 35 references. (Author/SR)

ED 447 468   CS 014 175

Makin, Laurie
Literacy and Starting School: Views of Parents and Early Childhood Staff and Issues for Transition.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Interviews; *Literature; Qualitative Research; *Research Methodology; Therapeutic Environment
IDENTIFIERS- *Family Therapy; Literary Response; Narrative Text; Reading Thinking Relationship; *Reading Uses; Response to Literature; Therapeutic Communication

A qualitative enquiry explored, with a range of family therapists and systemic practitioners, the influence they perceive to have been made on their personal and professional lives by the literary texts they have read. Noting that "literary" is broadly interpreted to include poetry, prose, drama/film, song lyrics, etc., the study's aims were: to explore the ways in which family therapists think literary reading has influenced their personal and professional development; to examine the uses which family therapists make of literary resources in their work; to explore literary reading's actual and potential ability to contribute to the personal and interpersonal processes involved in transformations of meaning; and to begin to test out ways of using ideas generated to enrich the experiential repertoire of therapists in training. The study so far has progressed from the Delphi study which served to open up the topic and generate ideas, to interviews (data collection) which develop the themes revealed/generated/developed by the Delphi, to the forthcoming analysis/results/discussion, and finally, to feedback to the participants. According to the paper, simple analysis so far suggests that some themes are likely to be important and recurring. (Contains 4 figures of data.) (NKA)

ED 447 484 CS 217 278

Holstein, Alice
A Teacher's Guide for "Middlemarch."
PUB DATE- 96
NOTE- 26p.; Mobil Masterpiece Theatre presents "Middlemarch": A six-part television series adapted from George Elliot's classic 19th-century novel. "Made possible by a grant from Mobil Corporation." Videotape of broadcast and poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); *English Literature; Learning Activities; *Literary Criticism; *Novels; Public Television; Secondary Education; Small Group Instruction; Television Viewing; Units of Study
IDENTIFIERS- Eliot (George); *Middlemarch; *Response to Literature

This teacher's guide for public television's 6-part adaptation of George Eliot's "Middlemarch" provides information that will enrich students' viewing of the series. The guide includes a wide range of activities to help students further explore the novel's universal themes. The guide suggests that students read the informational materials first and also that they organize into small groups before viewing each episode and discuss one or both of the pre-viewing questions provided. It also suggests that, after watching each episode, the teacher should discuss with the students the post-viewing questions and choose the activities in the guide that best meet their classroom needs. Exploring such topics as love and marriage, history, medicine, and law, these activities are well suited for both social studies and English classes and are designed for both

PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Distance Education; *Educational Policy; Higher Education; *Politics of Education; Writing Instruction
IDENTIFIERS- Indiana Commission for Higher Education; Power; *Rhetorical Stance

Policies exist in every aspect of people's lives from the landlord's policy on pets to the government's policy on literacy. As such, policy becomes the ideal place to begin to examine the articulation of distance education because policy inevitably marks the site where different kinds of political discourses and social practices intersect. By examining the rhetoric of distance education policy, this paper traces the questions of power that lie behind the rules and norms of distance learning within higher education. Noting that in the 1980s public funding for higher education began to decrease, the paper states that shifting notions of the role of higher education form the contextual stage for the re-entry of distance education. With the increasing use of computer technology, distance education emerges in the 1990s as the means for improving access to higher education while containing the cost. The paper cites Indiana's creation of a policy for delivering degree programs through distance education technology; the policy's first purpose is to "ensure that distance learners have access to the same quality of instruction available on campus," while another purpose is to "use taxpayer dollars efficiently." The paper finds that the rhetoric of the policy translated institutions and faculty into producers, students into consumers and markets, and higher education into an instructional marketplace. It also states that research literature suggests that the use of computer technology in composition increases rather than reduces the interaction between students and between students and faculty. It concludes that if educators want to play a role in how they are constructed as subjects within distance education, they will need to begin with policy. Contains 24 references. (NKA)

ED 447 505   CS 217 316

Saunders, Pearl I.
Meeting the Needs of Entering Students through Appropriate Placement in Entry-Level Writing Courses.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Community Colleges; *Introductory Courses; Predictor Variables; Student Needs; *Student Placement; Two Year Colleges; Writing Instruction; Writing Research
IDENTIFIERS- Saint Louis Community College at Forest Park MO

In summer 2000, an extended-time project was initiated at Saint Louis Community College at Forest Park (SLCC-FP) to conduct a retrospective analysis of a sample of 482 entering students enrolled in entry-level writing courses at SLCC-FP during fall

*Employment Interviews; Higher Education; Instructional Effectiveness; *Visualization

The present study was designed to test the effectiveness of performance visualization in reducing communication apprehension (CA) in employment interviews. Literature on CA and its relationship to employment interviews is reviewed. Causes of CA and available interventions are also discussed. The study employed a pre/posttest control group experimental design. The independent variables were the three treatment groups--performance visualization, placebo, and control. The dependent variables were the Personal Report of Communication Apprehension in Employment Interviews (PRCAEI), state CA, the Job Interview Self-Statement Schedule (JISSS), trust, and attraction scores. The data were analyzed using MANCOVA. The results suggested that there were no differences between the three groups. Therefore, none of the hypotheses could be confirmed. One reason for this outcome is the lack of participants' motivation in the study. Other possible reasons for these findings, limitations of the study, and suggestions for future research are discussed in the conclusion of this report. (Contains 77 references and a table of data.) (Author/RS)

ED 447 525 CS 510 439

Chen, Guo-Ming; Starosta, William J.
The Development and Validation of the Intercultural Sensitivity Scale.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Concurrent Validity; Higher Education; *Intercultural Communication; *Measures (Individuals); Reliability

The present study developed and assessed reliability and validity of a new instrument, the Intercultural Sensitivity Scale (ISS). Based on a review of the literature, 44 items thought to be important for intercultural sensitivity were generated. A sample of 414 college students rated these items and generated a 24-item final version of the instrument which contains five factors. An assessment of concurrent validity from 162 participants indicated that the ISS was significantly correlated with other related scales, including interaction attentiveness, impression rewarding, self-esteem, self-monitoring, and perspective taking. In addition, the predicted validity test from 174 participants showed that individuals with high ISS scores also scored high in intercultural effectiveness and intercultural communication attitude scales. Potential limitations of the study were discussed as well. (Author/RS)

ED 447 526 CS 510 440

Mottet, Timothy P.; Richmond, Virginia P.
Student Nonverbal Communication and Its Influence on Teachers and Teaching: A Review of Literature.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12,

California: The 'New York Times' Coverage of Proposition 187" (Christopher Williams); and "Capote's Legacy: The Challenge of Creativity and Credibility in Literary Journalism" (Mark H. Masse). (RS)

ED 447 546 CS 510 463

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Radio-Television Journalism Division.

PUB DATE- 00

NOTE- 168p.; For other sections of this proceedings, see CS 510 451-470.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Content Analysis; Economic Factors; Editing; Empowerment; Higher Education; Journalism; *Journalism Education; News Media; *News Reporting; Ownership; Race; Radio; Social Class; *Television; Videotape Recordings

IDENTIFIERS- Deregulation; Local Television Stations; Writing Style

The Radio-Television Journalism Division section of the proceedings contains the following six papers: "Local Television News and Viewer Empowerment: Why the Public's Main Source of News Falls Short" (Denise Barkis Richter); "For the Ear to Hear: Conversational Writing on the Network Television News Magazines" (C. A. Tuggle, Suzanne Huffman and Dana Rosengard); "Synergy Bias: Conglomerates and Promotion in the News" (Dmitri Williams); "Constructing Class & Race in Local TV News" (Don Heider and Koji Fuse); "Going Digital: An Exploratory Study of Nonlinear Editing Technology in Southeastern Television Newsrooms" (Seok Kang, George L. Daniels, Tanya Auguston and Alyson Belatti); and "Deregulation and Commercial Radio Network News: A Qualitative Analysis" (Richard Landesberg). (RS)

ED 447 547 CS 510 464

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Media Ethics Division.

PUB DATE- 00

NOTE- 220p.; For other sections of this proceedings, see CS 510 451-470.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Accountability; Conflict of Interest; *Death; Editors; *Ethics; Higher Education; Journalism; *Journalism Education; Mass Media; Models; National Surveys; *News Reporting

IDENTIFIERS- *Kant (Immanuel); Online News

The Media Ethics Division section of the proceedings contains the following seven papers: "The Concept of Media Accountability Reconsidered" (Patrick Lee Plaisance); "Of Joint Ventures, Sock Puppets and New Media Synergy: Codes of Ethics and the Emergence of Institutional Conflicts of Interest" (Charles N. Davis and Stephanie Craft); "Constructualist Morality in News Reporting: What Journalists Owe to Story Subjects, News Sources and the Public" (Kathleen L. Mason); "Beyond Kant Lite: Journalists and the Categorical Imperative" (Lee Anne Peck); "Online Media Ethics: A Survey of U.S. Daily Newspaper Editors" (M. David Arant and Janna Quitney Anderson); "Covering the

ED 447 567   EA 030 705

U.S. Department of Education, Office of Inspector General Semiannual Report to Congress, No. 41, April 1-September 30, 2000.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); Compliance (Legal); Educational Finance; Elementary Secondary Education; Federal Programs; *Financial Audits; Government Publications; Higher Education; *Information Networks; Information Systems; Information Utilization; Postsecondary Education; Program Administration; *Program Evaluation; Public Agencies; Quality Control; Research Utilization; *Student Financial Aid
IDENTIFIERS- *Department of Education; Gun Free Schools Act 1994; *Office of Inspector General

This report from the Office of Inspector General (OIG) identifies systemic weaknesses in the operations and programs of the U.S. Department of Education (ED). The office provides accurate financial information to make informed decisions, manage for results, and ensure operation integrity. Vigorous fraud investigations are continuing. Audits reveal continuing problems with network security, student financial assistance information system contracts, control of purchase cards, and third party drafts. The OIG found noncompliance with the Gun-Free Schools Act of 1994 in two states and poor information management. The Office is issuing audits, identifying fraud, and reaching several civil settlements regarding aid programs. In addition to assisting members of Congress, OIG performed 60 quality reviews of independent audits, participated in ongoing efficiency initiatives, reviewed ED contributions to the security of the nation's critical infrastructure, and issued reports to the President. Tables in 10 appendices contain audit information. (TEJ)

ED 447 568   EA 030 718

CASDA Annual School Law Conference. Proceedings (11th, Latham, New York, July 16, 1996).
PUB DATE- 96
NOTE- 126p.; For Twelfth and Thirteenth Annual Conferences, see EA 030 682 and EA 030 683.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Compliance (Legal); *Court Litigation; Discipline Policy; Elementary Secondary Education; Information Policy; Intellectual Freedom; Privacy; Retirement Benefits; *School Law; *Scope of Bargaining; Sexual Harassment; State Courts; *Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; New York (Albany)

The Capital Area School Development Association's (CASDA) School Law Conference assists school board members and administrators in the Greater Capital Region of Albany, New York, in improving their knowledge in the area of school law. In Chapter 1, "Recent Decisions of the Commissioner of Education," examines the substance and outcome of recent appeals regarding budgets, district boundary alterations, elections, interscholastic grades 7-12) in the United States (47 percent boys) responded to 26 items of the Facilitating Conditions Questionnaire (FCQ). Results indicate 7 distinct FCQ factors: perceived value of schooling; affect toward schooling; peer positive academic climate (Peer Positive); encouragement from parents (Parent Positive); encouragement from teachers; and pressure from peers (Peer Negative) and parents (Parents Negative). Peer-negative and parent-negative constructs were correlated positively with each other but negatively with all the positive constructs, providing support for convergent and discriminant validity. These factors were invariant across the primary and high school subsamples. Significantly weaker perceptions of facilitating conditions and strong perceptions of negative conditions found in high school students call for attention from educational practitioners and researchers. (Contains 5 pages of references.) (DFR)

ED 447 586   EA 030 745

Cushman, Kathleen; Cervone, Barbara
Citizens Changing Their Schools: A Midterm Report of the Annenberg Challenge.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; Cooperation; *Educational Change; Elementary Secondary Education; *Financial Support; *Participative Decision Making; Public Schools; School Community Relationship; *Teacher Improvement
IDENTIFIERS- *Annenberg Foundation

This report marks a midpoint in the Annenberg $500 million challenge to improve public schools. It comes at a time when evidence from the Annenberg Challenge's first projects has started to accumulate--and to suggest that the program is indeed having a beneficial impact on students, schools, and communities. This report also furnishes early lessons that have much to tell about effective school reform. In preparing this report, the Challenge's national office drew upon the findings of the independent research teams that evaluate each project. As an interim report, this one captures work in progress. The Annenberg Foundation sequenced its grant awards so that the work of the first could inform those that followed. Even the six oldest Challenge projects featured in this report (New York City, Los Angeles, Chicago, Philadelphia, the San Francisco Bay Area, and a national consortium of rural sites), therefore, stand at different stages of development, as do the local evaluations that chart their progress. Appendices provide additional information concerning principal investigators of Annenberg Challenge Research Teams, Challenge Site Evaluation Reports, and additional data concerning grants. (DFR)

ED 447 587   EA 030 746

Morgan, Annie R., Ed.
How To Create Useful Transition Activities. Tips for Principals.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

President Bush's comprehensive education plan includes major initiatives in areas ranging from accountability to school safety. While breaking new ground in some areas, Bush's plan accelerates the progress states have made in improving quality, performance, and flexibility in public education. This status report reviews the progress of states in the areas emphasized by the President. In states across the nation, efforts are underway to strengthen children's readiness for school, make schools safe learning environments, improve the professional development of teachers, and provide a wider array of educational opportunities and choices. Nearly all states have adopted challenging academic standards and measurement tools to attach consequences to performance, but progress remains uneven, and most states are struggling to combine their various efforts in a coherent and effective plan. Although most states have established science and history standards, fewer than half set standards that apply to elementary, middle school, and high school. Many states standards are inadequate in terms of clarity, rigor, and scope. More than half of states test annually in reading and math at two or three grade levels, but only 15 administer annual tests to grades 3-8, as Bush proposes. The Bush plan calls for major changes in NAEP and would require universal participation by states for a sample of 4th and 8th grade students. While most states require public reporting of assessment results, few desegregate data by ethnicity, gender, and socioeconomic status. This report draws on data from ECS surveys, analyses from 50 states, and government reports. (TEJ)

ED 447 608 EA 030 882

Bush, George W.
No Child Left Behind.
PUB DATE- 01
NOTE- 34p.; President George W. Bush's K-12 education plan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Accountability; Charter Schools; *Educational Change; Educational Finance; Educational Innovation; *Educational Policy; Elementary Secondary Education; Federal Aid; Federal Indian Relationship; Federal Programs; *Federal State Relationship; Government School Relationship; High Stakes Tests; Outcomes of Education; School Security; *State Federal Aid
IDENTIFIERS- *Bush (George W); Department of Education; Elementary Secondary Education Act

This blueprint describes President Bush's education plan. Federal block grants are provided to states for schools that establish annual assessments, demand progress, improve poorly-performing schools, create consequences for failure, and protect home and private schools. The "Reading First" initiative gives funds and tools to promote literacy through comprehensive research-based programs. To enhance teacher training, the plan offers greater flexibility in professional development, high standards, innovation, shielding from liability, tax deductions for teachers, and teacher quality information to parents. To improve performance in math and science, the plan reduces teaching out-of-field, increases participation in advanced programs, and furnishes challenging textbooks. The plan aims to help Limited English Proficient (LEP) students master English by streamlining bilingual programs, establishing performance objectives, sanctioning poor performance, and increasing eight strategies for encouraging appropriate behavior: (1) change the environment by providing a quiet place in the classroom, providing more space, or changing where the child sits in the classroom; (2) appreciate positive behavior through praise, positive comment and sincere affection; (3) make things predictable to ensure children feel secure; (4) give choices whenever possible to avoid power struggles that lead to inappropriate behavior; (5) adapt the curriculum; (6) provide extra support for the child to avoid frustration that could lead to inappropriate behavior; (7) provide extra support for the school staff, such as training and additional time; and (8) monitor improvement. (CR)

ED 447 627 EC 308 116

Harger, Cynthia; Burnette, Jane
Five Strategies To Reduce Overrepresentation of Culturally and Linguistically Diverse Students in Special Education. ERIC/OSEP Digest #E596.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; Cultural Influences; *Curriculum; *Disabilities; Disability Identification; Elementary Secondary Education; Family Relationship; Language Minorities; *Minority Group Children; *Special Education; Teacher Education
IDENTIFIERS- *Disproportionate Representation (Spec Educ); ERIC Digests

This digest discusses the problem of overrepresentation of children from culturally and linguistically diverse backgrounds in special education and provides examples of strategies created by researchers and practitioners to reduce overrepresentation. Strategies include: (1) promote family involvement and respect diverse backgrounds by taking time to educate the family, meet with the family in the home, arrange parent support groups, find out what the parents need, push for parent membership on school and community teams and boards, encourage parents to talk about their dreams for the child, know the difference between the culture of the family and the economic situation of the family, and learn as much about the family's culture as possible; (2) make the curriculum relevant to students from culturally and linguistically diverse backgrounds; (3) build on students' strengths; (4) take the teacher preparation program to the community; and (5) provide district support to build the capacity of personnel by providing behavioral specialists, social workers, instructional specialists, and a member from the child's cultural background on the Individualized Education Program team to provide essential information. (CR)

ED 447 628 EC 308 117

Pennell, Frances E.; Brown, Sharan E.
Paying for the Assistive Technology You Need: A Consumer Guide to Funding Sources in Washington State.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on

Advanced Placement Programs; Career Education; *Career Exploration; *College School Cooperation; Education Work Relationship; Engineering Education; *Enrichment Activities; Law Related Education; Mathematics Instruction; Mentors; Middle School Students; Middle Schools; Program Design; Service Learning; Teacher Education
IDENTIFIERS- Rhode Island

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This report provides an overview of one of the best practice models: the Barrington's Schoolwide Enrichment Program in Rhode Island. At Barrington Middle School, high ability and motivated students can choose accelerated enrichment courses in applied math, law, history, community service, and teaching, which are designed to introduce them to career opportunities through exposure to professionals and independent research. The school has collaborated with area institutions of higher learning, other schools, government, community organizations, and parents. Professionals and faculty serve as resource persons, mentors, and instructors. In one enrichment course available, "Applying Math through Engineering," students meet Brown University engineering professors and can explore electrical, civil, mechanical, and materials engineering in hands-on workshops. The information packet includes an overview of the program, a description of the enrichment courses, project information for parents, and articles on the success of the program. (CR)

ED 447 646 EC 308 135

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Regional Electronic Magnet School (Massachusetts): South Coast Educational Collaborative.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 74p.; For related gifted education/school-to-work documents, see EC 308 120 and EC 308 132-142. Accompanying videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; *College School Cooperation; *Distance Education; Education Work Relationship; Engineering Education; *Magnet Schools; Mathematics Instruction; Mentors; Problem Solving; Program Design; Research Projects; Science Careers; Secondary Education
IDENTIFIERS- Massachusetts

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the unique approaches models: the Regional Electronic Magnet School Re: Math and Science (REMS2) in Massachusetts. This project demonstrated, evaluated, and disseminated a pilot electronic

ED 447 665 EC 308 154

Fortune, Jon; Campbell, Edward M.; Heinlein, Ken B.; Fortune, Barbara; Walling, Teresa L.; Potts, Bridget; Cobb, Ginny L.
Home and Community-Based Waivers as a New Source of Employment Funding: Changes in Attitude, Changes in Latitude.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Conference of the American Association on Mental Retardation (124th, Washington, D.C., May 31-June 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; Delivery Systems; *Developmental Disabilities; *Employment Opportunities; *Employment Statistics; Federal Legislation; Federal Regulation; Services; Wages
IDENTIFIERS- *Medicaid; *Wyoming

As a result of a 1997 change in federal law, this on-going 5-year study evaluated the effects of elimination of some prior regulations on the employment choices of 854 Wyoming adults in the Medicaid Home and Community-Based Service Waiver program. The study examined who worked, who wanted to work, the average hours worked, the average percentage of work time spent in integrated settings, and the average dollars earned. It also examined the number of people in day habilitation, the average hours in day habilitation, and the average time people spent in integrated settings in the community. Early outcomes of this study indicate that the choice of each person about whether they want to work or not has had a great impact on activities chosen. Additionally, most of the people chose a lot of activity. The outcome of percentage of work integration is a function of a set of statistically significant personal characteristics of the people served and services they have chosen and used. The percentage of hours worked and dollars earned is related to the employment situation of each of Wyoming's counties. (DB)

ED 447 666 EC 308 346

Kaufmann, Felice; Kalbfleisch, M. Layne; Castellanos, F. Xavier
Attention Deficit Disorders and Gifted Students: What Do We Really Know? Senior Scholars Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Disability Identification; Drug Therapy; Elementary Secondary Education; *Etiology; *Gifted; Parent Child Relationship; Student Evaluation; *Symptoms (Individual Disorders)

This monograph summarizes current scientific knowledge about attention deficit hyperactivity disorder (ADHD) in children and presents issues related to ADHD in gifted students. Causes, assessment, diagnosis, educational strategies and medical intervention are discussed. A range of perspectives, including behavioral, cognitive, and neurobiological, are applied to the interaction of ADHD and giftedness. Provisional recommendations for parents and teachers are provided along with directions for future research. Recommendations include: (1) be aware that

PUB DATE- 00
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Childhood Needs; *Day Care Centers; Early Childhood Education; *Facility Guidelines; Maintenance; Safety; *Standards

This three-part book addresses the design or maintenance of spaces where children are the primary users, covering both commercial and residential designs and products. Part 1 provides anthropometric data of children from birth to age 18; offers dimensions for typical objects within the child's built environment; synthesizes the Consumer Product Safety Commission's safety guidelines for play areas; and provides dimensions of typical, and sometimes untypical, products that are often found in children's environments. Part 2 features a source list developed for designers that includes products appropriate for use in children's environments. Part 3 chapters outline the development of children's abilities and perceptions in the first stages of life from birth to age 10, and offers a bibliography of the most effective and highly regarded resources in the area of children's design. Appendices provide a list of state agencies responsible for the licensing of child care facilities throughout the United States, and dimensioned diagrams of areas required for several children's games and athletic playing fields and courts. (GR)

ED 447 691 EF 005 854

Dober, Richard P.
Campus Landscape: Functions, Forms, Features.
PUB DATE- 00
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Campus Planning; *Colleges; Elementary Secondary Education; *Guidelines; *Landscaping; Maintenance; School Maintenance; School Security

This guide provides information, instruction, and ideas on planning and designing every aspect of the campus landscape, from parking lots to playing fields. Using real-world examples of classic and contemporary campus landscapes, it features coverage of landscape restoration and regeneration; provides an assessment matrix for consistent, effective evaluation of existing and proposed plans; offers more than 175 photographs and drawings of campus landscapes; presents detailed captions, citations, and design guidelines for significant features; and includes discussions on security, maintenance, and the environment. (GR)

ED 447 692 FL 026 310

Breathnach, Diarmaid, Ed.
Contact Bulletin, 1990-1999.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 99
NOTE- 398p.; Published triannually. Volume 13, Number 2 and

Elementary School Teachers; English for Special Purposes; *English (Second Language); *Ethnography; Grouping (Instructional Purposes); Interviews; Language Minorities; Limited English Speaking; Participant Observation; *Power Structure; Second Language Instruction; Second Language Learning; Spanish Speaking; *Student Placement

This paper examines the relationship between bilingual and English monolingual populations in a setting where English monolingualism is the norm for most students and teachers. The power dynamics underlying this relationship influence local meanings and practices related to bilingualism and the instruction of second language learners. Student placement procedures and the implications of this practice for all students are analyzed. Data are drawn from a year-long ethnographic study and a year-long follow-up study at the same site. The theoretical framework that guided the studies is based on the research of Norman Fairclough, who asserted that language is dialectically related to society and not an independent, isolated linguistic system. Fairclough conceptualizes language as a site of social negotiation where language, ideology, and unequal power relations interplay. This is followed by a brief description of the research site, population, data collection, data management, and data analysis. It is concluded that the clustering of English-as-a-Second-Language (ESL) and Transitional Bilingual Education (TBE) learners into "pull out" programs is more a reflection of unequal power relations than what is necessarily the best educational practice for all concerned. Questions that should always be asked about an educational model include the following: What are the dominant ideologies in any setting? What are the related practices? and Whom do they serve? (Contains 23 references.) (KFT)

ED 447 712   FL 026 490

Robinson, Peter; Strong, Gregory; Whittle, Jennifer
Comparing Tasks and Skills in Developing Discussions.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; *English for Academic Purposes; English (Second Language); Experiential Learning; Foreign Countries; Higher Education; Individual Differences; *Learning Processes; Learning Strategies; Mediation Theory; Nonverbal Communication; Second Language Instruction; Second Language Learning; *Teaching Methods; *Verbal Learning
IDENTIFIERS- Content Area Teaching; Japan

Developing the skills necessary to participate in academic discussions is an important goal in many programs of English for academic purposes. However, there has been little empirical investigation into how verbal and nonverbal aspects of discussion abilities might be developed. This paper reports the results of a semester-long effect of instruction study at a Japanese university. Two methods of developing student discussions were employed: one, task-based, or derived from an analytic model of a syllabus design; the other, skill-based, from a more familiar synthetic syllabus. In addition, this paper also examines the interactions between learning

ED 447 729   FL 026 531

Malone, Margaret
Simulated Oral Proficiency Interviews: Recent Developments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Interviews; *Language Proficiency; *Language Tests; *Oral Language; Second Language Learning; Testing
IDENTIFIERS- ERIC Digests; *Oral Proficiency Testing; *Simulated Oral Proficiency Interview

This digest discusses the simulated oral proficiency interview (SOPI), a performance-based, tape-mediated speaking test. The SOPI follows the general structure of the oral proficiency interview (OPI) used by government agencies and the American Council on the Teaching of Foreign Languages (ACTFL) to measure speaking proficiency. Whereas the OPI is a face-to-face interview, the SOPI relies on audiotaped instructions and a test booklet to elicit language from the examinee. Unlike many semi-direct tests, the SOPI contextualizes all tasks to ensure that they appear as authentic as possible. The prototypical SOPI follows the same four phases as the OPI: warm-up, level checks, probes, and wind-down. The warm-up phase, designed to ease examinees into the test format, begins with simple personal background questions posed on the tape in a simulated encounter with a native speaker of the target language. The examinee responds to each warm-up question during a brief pause on the tape after each question. The next phase of the test consists of tasks similar to the level check and probe phases of the OPI. These tasks assess the examinee's ability to perform different functions at the ACTFL Intermediate, Advanced, and Superior levels. The prototypical SOPI includes picture-based tasks that allow examinees to perform tasks such as asking questions, giving directions based on a simple map, describing a place, or narrating a sequence of events based on the illustrations provided. Other SOPI tasks require examinees to speak about selected topics or perform in real-life situations. (VWL)

ED 447 730   FL 026 532

Examining Latino Paraeducators' Interactions with Latino Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Digest drawn from "Sociocultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions with Latino Students" by Lilia Monzo and Roberto Rueda, Center for Research on Education, Diversity, & Excellence.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; Cultural Influences; Elementary

Postsecondary Education; Salaries; Technical Education; *Vocational Education

This book is a guide to choosing and developing a career in adult education. The six chapters cover the following topics: (1) the adult education field; (2) adult continuing education; (3) adult basic education; (4) adult vocational-technical education and prebaccalaureate training; (5) career and vocational counseling; and (6) adult education administration. The chapters include dozens of first-hand accounts from people working in the adult education field, current salary statistics and benefit information for a wide range of career paths, a discussion of the rewards of pursuing a career in adult education, detailed information on education and training requirements, and job search and career advancement strategies. An appendix lists 25 resources for further information. (KC)

ED 447 260 CE 080 598

Mitchell, Philip, Ed.
Beyond the Universities: The New Higher Education. Monitoring Change in Education.
PUB DATE- 98
NOTE- 235p.; "Printed and bound by Athenaeum Press, Ltd., Gateshead, Tyne & Wear."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Adult Education; Case Studies; *College Programs; Continuing Education; Developed Nations; Distance Education; Educational Cooperation; *Educational History; Educational Philosophy; *Educational Policy; Educational Practices; Foreign Countries; Higher Education; Lifelong Learning; *Nontraditional Education; Nontraditional Students; Open Universities; Teacher Education
IDENTIFIERS- *United Kingdom

This book explores the expansion of higher education in the United Kingdom during the past 50 years and the coordination of university and further and distance education. The following 12 chapters are included: "Patterns of HE/FE Higher Education/Further Education Collaboration" (Tony Lewis, Rob Allen); "Student and Staff Perceptions of Higher Education in Further Education: The Experience of a College of Further Education" (Barbara Reynolds); "Mature Students and Higher Education: Preparation, Selection and Experience" (David Brady, Mary Brady); "The Management of Quality in Collaborative Higher Education Programmes" (Paul Oliver); "Assuring Quality in a Maturing FE/HE Collaboration: Rewards and Pitfalls" (Clare Stoney, Allan Gaunt); "The Management of Higher Education Programmes within Further Education Colleges" (Trevor Austin, Andrew England, James Rye); "Franchising and Institutional Development: A College Perspective" (Andy Convery, Dave Longmate); "Interactive Competences as a Curriculum Model for a Certificate in Education Partnership between HE and FE" (Stephen Walker, Ian Reece); "Managing Collaboration in the Training of Further Education Teachers" (Gerry McAleavy); "A University for Life" (Roger Waterhouse); "American Postsecondary Education: Unique Issues, Problems, and Opportunities" (William C. Barba, Timothy L. Murphy); and "Beyond the Universities: Academic Freedom and Responsibility" (Philip Mitchell). Each chapter contains abstracts and references. (KC)

ED 447 261 CE 080 599

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Cultural Education; Culturally Relevant Education; Culture; Developing Nations; *Economic Development; *Educational Philosophy; *Educational Policy; Elementary Secondary Education; *Government Role; Higher Education; Integrated Curriculum; Student Centered Curriculum; Student Characteristics; *Sustainable Development
IDENTIFIERS- Globalization; *National Development

Until recently, culture (a collectively held set of values and assumptions) was not considered as a factor in the process of development. Now, however, culture is recognized as the heart of the development process. What policies promote a sustainable development process that encourages the flowering of human culture? Cultural freedom is a prerequisite for the flowering of culture and the development of a country. At the same time, education is fundamental to the growth and renewal of culture, and culture should be integrated into the academic curriculum at all levels. Children need to be educated with a sense of their culture and an openness and respect for other cultures. Therefore, cultural policy, as one of the main components of sustainable development policy, should be implemented in coordination with policy in other social areas, using an integrated approach. (KC)

ED 447 277 CE 080 903

Carey, Stephen; Crittenden, Elizabeth
Using Technology To Foster Authentic Communication for Second Language Students.
PUB DATE- 00
NOTE- 16p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Computer Oriented Programs; Computer Uses in Education; *Electronic Mail; *English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; *Immersion Programs; Internet; Language of Instruction; Modern Languages; Online Systems; Outcomes of Education; *Program Effectiveness; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Canada; Japan

Higher literacy needs and global communication technologies such as the Internet require that students worldwide develop academic level mastery of international languages. However, while school and university second language programs are frequently able to help students achieve mastery of the basic interpersonal communications skill level of a language, few university second-language programs produce a high level of mastery of the cognitive-academic language processing level. Preliminary studies using WebCT Internet technology have shown how student-initiated interactive second language communication may be used to supplement more traditional approaches, and, in particular, the effectiveness of university-level immersion notions of lifelong learning as a culture of learning practice and lifelong learning as a culture of learning via research were explored through case studies of a carpenter with a master's degree and a plumber with a Ph.D. The Melbourne University Faculty of Education's alignment with the shifting trajectories of university education, training, teaching and research were discussed. Special attention was paid to the faculty's new Master of Educational Management program, revised Bachelor of Vocational Education and Training, and movement toward an inclusive model of practice and research. (Contains 21 references.) (MN)

ED 447 293 CE 080 927

El Tell, Khalaf; Al-Maaitah, Ayman
Qualification and Development Needs for Technical Education.
PUB DATE- 00
NOTE- 11p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Education Work Relationship; Educational History; *Educational Needs; Educational Trends; Employment Qualifications; Experiential Learning; Foreign Countries; Job Skills; Needs Assessment; Postsecondary Education; *Professional Development; Program Costs; Program Development; Secondary Education; Skill Development; Systems Approach; *Teacher Education; Teacher Improvement; *Teacher Qualifications; *Technical Education; Technical Institutes; Trend Analysis; *Vocational Education Teachers
IDENTIFIERS- *Arab Gulf States; National Development; Oman

Vast and rapid changes in global technologies have made development of a sound and efficient system of technical education (TE) critical for Oman and the other Arab Gulf countries. Producing TE graduates with the skills needed for success in today's global economy requires TE teachers with the following qualifications: mastery of the core skills required of students; the ability to guide students through the self-learning process; the ability to assess all types of student activities; and hands-on practical experience in fields being taught. The development of TE in Oman may be discussed in terms of the following phases: (1) 1984-1994 (during which time Oman had only 1 TE college with 35 staff members who used a traditional teacher-centered approach); (2) 1994-1999 (when 4 additional regional colleges were established and student-centered education was introduced along with internal and external training courses for teaching staff and scholarships to help nearly all eligible technical educators work toward a master's degree or doctorate); and (3) 1999-present (when a General National Vocational Qualifications system similar to that in the United Kingdom was introduced). Oman's policymakers have acknowledged the cost-effectiveness of employing highly qualified TE staff and funding the training required to improve their qualifications. (MN)

ED 447 294 CE 080 928

Pan, Daphne

Saad, Syed; Carter, Gary W.; Rothenberg, Mark; Israelson, Enid
Testing and Assessment: An Employer's Guide to Good Practices.
PUB DATE- 99
NOTE- 81p.; Guide edited by David Rivkin. Prepared under Department of Labor Grants with the North Carolina Employment Security Commission, Southern Assessment Research and Development Center, and National O*NET Consortium; the New York Department of Labor; and the Utah Department of Employment Security.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Competitive Selection; *Compliance (Legal); *Employment Qualifications; *Evaluation Methods; Glossaries; Human Resources; *Job Performance; Merit Rating; Occupational Tests; Performance Based Assessment; Personnel Directors; *Personnel Evaluation; *Personnel Management; Personnel Policy; Personnel Selection

This guide was developed to help managers and human resource (HR) professionals use assessment practices that are the right choices for reaching their organizations' HR goals. It provides information about assessment practices so that managers and HR professionals can evaluate and select assessment tools and procedures that maximize chances for getting the right fit between jobs and employees; administer and score assessment tools that are the most efficient and effective for their needs; interpret assessment results accurately; and understand the professional and legal standards to be followed when conducting personnel assessment. The guide is structured around a set of 13 assessment principles and their applications. Each of the nine chapters covers one of these critical aspects of the assessment process: (1) personnel assessment; (2) understanding the legal context of assessment--employment laws and regulations with implications for assessment; (3) understanding test quality--concepts of reliability and validity; (4) assessment tools and their uses; (5) how to select tests--standards for evaluating tests; (6) administering assessment instruments; (7) using, scoring, and interpreting assessment instruments; (8) issues and concerns with assessment; and (9) a review of principles of assessment. Two appendixes offer a list of 24 resource materials and a glossary of 44 terms and concepts. (KC)

ED 447 311   CE 080 951

Mustapha, Ramlee B.
IT and Multimedia in Technical and Vocational Education in Malaysia.
PUB DATE- 00
NOTE- 18p.; Paper presented at the IVETA International Vocational Education and Training Association Conference Hong Kong, China, August 6-9, 2000). For related papers from the conference, see CE 080 842-850. This paper does not appear in the conference proceedings.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; Computers; Critical Thinking; Curriculum Development;

student support, and provision of continuation strategies. The Oxfordshire (England) Strategic Partnership was formed in the summer of 1997 to run innovative learning programs with nonparticipatory adults. Five action research projects, database creation, and five local planning partnerships were created with the responsibility of developing plans for widening participation of these groups of potential learners. (The action research projects form the basis of this guidance document, which contains 12 sections covering the following topics: partnerships; reaching people; defining the target group; development work; networking; negotiating with the gatekeepers; consulting the target group; responding to identified interests, motivations, and needs; delivery; learner support; exit and continuation strategies; and embedding. Eight appendixes provide information on the projects and contact information.) (KC)

ED 447 328   CE 080 975

Browne, Irene, Ed.
Latinas and African American Women at Work: Race, Gender, and Economic Inequality.
PUB DATE- 99
NOTE- 441p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adults; *Blacks; *Employed Women; Equal Opportunities (Jobs); Ethnic Discrimination; Ethnicity; *Hispanic Americans; Labor Economics; Labor Force Development; Minority Groups; *Racial Discrimination; Salaries; Salary Wage Differentials; *Sex Discrimination; Social Bias; Social Discrimination; *Wages; Welfare Recipients; Welfare Services
IDENTIFIERS- *African Americans; *Latinas

The 13 chapters of this book, written by various sociologists, document how race and gender intersect to put African American and Latina women at a disadvantage in the workplace. The articles encompass 30 years of change for women at all levels of the workforce, from those who spend time on the welfare rolls to middle class professionals, and look at the possible sources of their being increasingly disadvantaged, including the changing demands for skills, increasing numbers of immigrants in the job market, the precariousness of balancing work and childcare responsibilities, and employer discrimination. The following articles are included: (Introduction) "Latinas and African American Women in the U.S. Labor Market" (Irene Browne); (Part I: Employment and Earnings among Latinas and African American Women) "The Economic Progress of African American Women" (Mary Corcoran); "Losing Ground: The Erosion of the Relative Earnings of African American Women during the 1980s" (John Bound and Laura Dresser); "The Economic Progress of Mexican and Puerto Rican Women" (Mary Corcoran, Colleen M. Heflin, and Belinda L. Reyes); "Gender, Race, Ethnicity, and Wages" (Paula England, Karen Christopher, and Lori Reid); "Occupational Segregation by Race and Ethnicity among Women Workers" (Barbara F. Reskin); (Part II: The Dynamics of Race and Gender in the Labor Market) "Generational Paths into and out of Work: Personal Narratives of Puerto Rican Women in New York" (Aixa N. Cintron-Velez); "Mexican-Origin Women in Southwestern Labor Markets" (Susan Gonzalez Baker); "Getting Off and Staying Off: Racial Differences in the Work Route off Welfare" (Kathryn Edin and Kathleen Mullan Harris); "Stereotypes and Realities: Images of Black Women in the Labor Market" (Irene Browne and Ivy

commands, and the defense agencies, Department of Defense.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Career Academies; *Career Education; Case Studies; Change Strategies; Cooperative Planning; Delivery Systems; Disadvantaged Youth; *Dropout Prevention; Educational Change; Educational Finance; Educational Needs; Educational Planning; Educational Practices; Financial Support; Guidelines; High Schools; Integrated Curriculum; Leadership; *Military Training; Models; Needs Assessment; Partnerships in Education; Program Evaluation; *Program Implementation; Program Improvement; School Districts; School Holding Power; Success; *Vocational Education
IDENTIFIERS- *Junior Reserve Officer Training Corps

In 1992, the U.S. Department of Defense and U.S. Department of Education jointly developed the Junior Reserve Officers Training Corps (JROTC) Career Academy model, which provides a framework for implementation of an innovative vocational education program designed to keep dropout-prone students in school. The program, which combines military training with special schools-within-schools, was implemented at nine high schools across the United States. A case study approach was used to examine the progress made by the nine schools in implementing the eight components of the JROTC Career Academy model and to identify ways of improving the program. The study's key conclusions were as follows: (1) the JROTC career academies made fair progress toward implementation of the model; (2) reforms in instructional practices developed more slowly than structural reforms; (3) school leadership played a major role in successful implementation; (4) lack of formal agreements between the program's sponsors and the school districts and between the districts and the schools hindered implementation from the outset; and (5) lack of expenditure guidelines hindered long-term program sustainment. (Seventeen tables/figures are included. Profiles of the participating districts and schools and a table detailing implementation progress by component and year are appended. The bibliography contains 56 references.) (MN)

ED 447 346   CE 081 009

Illinois Career Development Month Ideas and Activities.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Programs; Annotated Bibliographies; Articulation (Education); *Career Development; *Career Education; Career Exploration; Career Guidance; Community Colleges; Counseling Techniques; Day Camp Programs; Definitions; Demonstration Programs; Economic Development; Education Work Relationship; Educational Benefits; Elementary Secondary Education; Employer Attitudes; Employment Opportunities; Employment Qualifications; English; Equal Opportunities (Jobs); Experiential Learning; Field Trips; Fused Curriculum; *Instructional Design; Integrated Curriculum; Labor Market; *Learning Activities; Mentors; Models; Occupational Information; Parent Participation; Partnerships in Education; Personality Tr Career Days; *Career Events; Guest Speakers; *Illinois; Job Shadowing
IDENTIFIERS- Career Days; *Career Events; Guest Speakers;

and success and guidance/counseling programs is explored. An overview of standards for guidance and counseling programs is provided, and standards are discussed in regard to their benefits to school districts. Then the standards for program content, program structure, program delivery, and program evaluation are listed and explained. Finally, a program content definition and description are provided. Appendix I is "National Consortium Framework, Standards and Definition"; Appendix II is "A Matrix of Standards, Guidelines, Competencies, and Student Outcomes." (MKA)

ED 447 364   CG 030 369

Career Activity File, K-12: School-to-Work Sustainability. Career Development Month, November 1999.
PUB DATE- 99
NOTE- 83p.; Produced by the Oklahoma Department of Vocational and Technical Education, Career Development Services, Career Information, and the Guidance Division.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Guidance; Class Activities; Cooperative Education; *Curriculum Development; *Education Work Relationship; Elementary School Students; *Elementary Secondary Education; Lesson Plans; Models; Secondary School Students; State Programs
IDENTIFIERS- *Career Events; Oklahoma

This publication was written in acknowledgment of career development month and is composed of activities for career development for elementary through secondary school students. The overall theme is school-to-work sustainability, and the document provides a guidance model that explains how the school-to-work transition can occur. The model is divided into grades K-6 career awareness; grades 7-8 career exploration; grades 9-10 career planning and preparation; grades 11-12 vocational and technical education; and grades 13-14 postsecondary training and work-site learning. An Employer Participation Model is presented which explains how employees can work directly with students. Curriculum activities and lesson plans for observation of career month or to be used throughout the curriculum are described for elementary, middle, and secondary school students. Guidelines for conducting a poetry or poster contest in observation of career development month are also included. Suggestions for counselor and teacher activities are listed throughout the book. Career development for kits, catalogues, and handbooks for classroom use are listed. (Author/JDM)

ED 447 365   CG 030 432

Kirsh, Steven J.; Olczak, Paul V.
Violent Comic Books Influence Relational Aggression.
PUB DATE- 00
NOTE- 6p.; Poster presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Bias; Cognitive Processes; College Students; *Comics (Publications); Higher Education; *Violence

Drinking; *Drug Abuse; Drug Addiction; Models; Prevention; Psychotherapy; Skills
IDENTIFIERS- Dual Diagnosis; Solution Focused Brief Therapy; 12 Step Programs

The intent of this book is to present information on various counseling approaches for drug abuse used in some of the best known and most respected treatment programs in the United States. In an effort to make the comparison of the various models less difficult and to clarify how the model is applied in practice, each chapter follows a specific format. The format includes the following information: overview, description, and rationale; contrast to other counseling approaches; format; counselor characteristics and training; client-counselor relationship; target populations; assessment; session format and content; and role of significant others in treatment. Chapters are: (1) "Dual Disorders Recovery Counseling" (Dennis C. Daley); (2) "The CENAPS Model of Relapse Prevention Therapy (CMRPT)" (Terence T. Gorski); (3) "The Living in Balance Counseling Approach" (Jeffrey A. Hoffman, Ben Jones, Barry D. Caudill, Dale H. Mayo, and Kathleen A. Mack); (4) "Treatment of Dually Diagnosed Adolescents: The Individual Therapeutic Alliance within a Day Treatment Model" (Elizabeth D. Jorgensen and Richard Salwen); (5) "Description of an Addiction Counseling Approach" (Delinda Mercer); (6) "Description of the Solution-Focused Brief Therapy Approach to Problem Drinking" (Scott D. Miller); (7) "Motivational Enhancement Therapy: Description of Counseling Approach" (William R. Miller); (8) "Twelve-Step Facilitation" (Joseph Nowinski); (9)"Minnesota Model: Description of Counseling Approach" (Patricia Owen); (10) "A Counseling Approach" (Fred Sipe); and (11) "A Psychotherapeutic and Skills-Training Approach to the Treatment of Drug Addiction" (Arnold M. Washton). (MKA)

ED 447 387   CG 030 496

Ender, Steven C.; Newton, Fred B.
Students Helping Students: A Guide for Peer Educators on College Campuses. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 254p.; An instructor's manual is available for course and training leaders.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Counseling Techniques; Counselor Training; Ethics; *Helping Relationship; Higher Education; *Peer Counseling; Peer Relationship; Student Characteristics

Many thousands of students are now serving their peer groups in a variety of helping positions on college campuses. Their success as peer counselors is largely dependent upon the skills they developed in training. To be effective, these students must first examine their own personal strengths and weaknesses, know problem-solving strategies, and learn specific helping skills. This book serves as a practical training guide to the essentials of effective peer education. Each chapter contains elements of theory, skill building, and application. The chapters begin with a list of learning objectives, followed by text, and then summary questions. Within each chapter are segments on personal reflections and instruction for exercises. Chapter One provides an overview of the role of the peer and childbearing; (4) do not discourage marriage interdependence; and (5) promote both the ideal of marital permanence and the aspiration of having a more satisfying marriage relationship. Suggestions are presented for the role parents, counselors, educators, and government leaders can play in strengthening marriage. The document concludes with list of 113 Signatories supporting this statement and 92 endnotes. (JDM)

ED 447 406   CG 030 565

Johannessen, Koreen; Collins, Carolyn; Glider, Peggy; Mills-Novoa, Beverly
A Practical Guide to Alcohol Abuse Prevention: A Campus Case Study in Implementing Social Norms and Environmental Management Approaches.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Standards; *College Students; *Demonstration Programs; *Drinking; Health Promotion; Higher Education; Institutional Role; Peer Relationship; *Prevention; *School Culture; Social Behavior
IDENTIFIERS- Binge Drinking; University of Arizona

Despite increased attention given to alcohol use and its negative consequences on college campuses, national data indicates that there have been only small decreases in levels of alcohol consumption for over two decades. This guide describes how one university was able to decrease heavy drinking on campus by 29.2% during a four-year period. Their prevention efforts were a blend of two approaches: social norming and environmental management. A social norms campaign was used to educate students about the amount of drinking norms on campus since contrary to what they perceived, heavier drinkers represented the minority while moderate drinkers represented the majority. The environmental management or public health approach emphasized the responsibility the college had in creating prevention policies that established and maintained a healthy and safe environment. The approach involved identifying individuals and organizations on campus that had a stake in alcohol prevention and gaining their public support for policy development and prevention efforts. Suggestions are provided for the development of a social norms media campaign and the evaluation measures that can be part of the planning process for implementing a social norms model. (Contains 22 references and a list of 13 resources.) (JDM)

ED 447 407   CG 030 566

Hoyle, Sally G.
The Sexualized Child in Foster Care: A Guide for Foster Parents and Other Professionals.
PUB DATE- 00
NOTE- 117p.

With the help of computers, speech sounds can be altered, reproduced, and eventually differentiated by children with language difficulties. Using this technology in an intensive, adaptive training program, students can develop a wide range of critical language skills such as phonemic awareness, auditory processing speed, phonological awareness, working memory, syntax, grammar, sequencing, and other necessary reading skills. Key components of Fast ForWord include seven training exercises, an Internet-based performance review, and Scientific Learning's Web site. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 428   CS 014 122

Four Blocks.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Heterogeneous Grouping; Individualized Reading; *Instructional Effectiveness; Instructional Materials; Phonics; Primary Education; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research; Reading Writing Relationship; Word Study Skills
IDENTIFIERS- Book Clubs; Guided Reading Procedure

This paper provides an overview of the Four Blocks framework, a teaching framework developed by professional educators, that aims to teach all children to read by providing daily exposure to a variety of instructional approaches. Four Blocks is intended for use in regular, heterogeneously constructed K-3 classrooms. It supports individual learning styles through the use of four different teaching strategies or blocks: Guided Reading, Self-Selected Reading, Writing, and Words. The framework allows at-risk students to receive specialized programming, such as Reading Recovery or Success For All, and to benefit from this model as well. Children of varying ability levels are assigned to each group to reduce the potential for peer- and self-perception as a poor reader. Case studies support the effectiveness of the Four Blocks approach. Since 1990, the program has been implemented in first-, second-, and third-grade classrooms in all states throughout the United States. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (Contains 13 references.) (SR)

ED 447 429   CS 014 123

HOSTS--Helping One Student To Succeed.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Program Content;

PUB DATE- 00
NOTE- 66p.; Power Point Slides presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Elementary Secondary Education; Expository Writing; Foreign Countries; *Information Literacy; *Information Skills; Persuasive Discourse; *Student Educational Objectives; Student Needs
IDENTIFIERS- Narrative Text; *New Zealand

Designed to be used with the New Zealand curriculum framework, this slide presentation defines "information literacy," gives an information literacy overview, proposes 10 questions that students need to ask themselves, and provides student educational objectives for information skills. The report presents an essential skills assessment formula for primary (years 5 and 6), intermediate (years 7 and 8), and secondary (years 9 and 10) grade. It offers examples of definitions and discusses persuasive language and positive, negative, and neutral writing for intermediate and secondary grades, as well as ambiguity for secondary grades. It then focuses on evaluating information in text and finding information in prose text for intermediate and secondary levels. Contains 13 references. (HKA)

ED 447 450 CS 014 147

Bouas, Jean; Thompson, Patricia
Preservice Teachers' Perceptions of Reflective Thinking Practices Used in a Reading/Language Arts Practicum Experience: A Study with Cross-Cultural Implications.
PUB DATE- 00
NOTE- 18p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Instructional Improvement; Interviews; *Language Arts; Models; Practicums; Preservice Teacher Education; *Preservice Teachers; Qualitative Research; *Reading; Reflective Teaching; *Self Evaluation (Individuals); *Teacher Attitudes
IDENTIFIERS- Northwest Missouri State University; *Reflective Thinking; Teaching Research

A reflective thinking model has been developed by reading/language arts faculty at Northwest Missouri State University to provide opportunity for elementary education majors to think reflectively about their teaching and to determine ways to improve their instructional practices. During a 7-week reading/language arts practicum experience, preservice teachers watch a video of their teaching and conference with the practicum supervisor, respond in writing to scripting notes taken by a practicum supervisor of a recently taught lesson, complete three reflective thinking protocols, and complete the same summative evaluation checklist used by the supervising teachers. A research study was conducted by one of the authors in 1994 and replicated by both authors in 1999-2000. Students anonymously responded to a five-item Likert Scale and participated in structured interviews. The intent was to

PUB DATE- 00
NOTE- 9p.; Data presented in this paper are part of the Early Literacy and Social Justice Project, funded by the New South Wales Department of Community Services and the New South Wales Department of Education and Training.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Early Childhood Education; *Emergent Literacy; Foreign Countries; *Kindergarten; Parent Attitudes; Parent Teacher Cooperation; Teacher Attitudes; *Teacher Behavior

A recent study of literacy practices in early childhood services prior to school entry (Makin, Hayden, Holland, Arthur, Beecher, Jones Diaz & McNaught, 1999) revealed that, for both parents and early childhood staff, school entry often looms as a threat to children's confidence and self-esteem rather than as an opportunity for individual development. This can result in staff introducing inappropriate practices in preschools and day care centers in order to prepare children for the practices they are expected to encounter when they start school. It can also result in parents putting pressure on early childhood staff to become more like school and putting pressure on their children to engage with formal academic tasks. It is suggested that an important element of successful transition in literacy is an increase in shared understandings between families, early years teachers and prior to school staff about key practices that support early literacy. Kindergarten teachers and school principals need to know more about what happens in the preschool years and to plan a transition in early literacy practices in which it is the kindergarten classroom that initially adapts to the children's previous experiences rather than having the preschool reflect the school. (Author/RS)

ED 447 469 CS 014 177

Rasinski, Timothy V., Ed.; Padak, Nancy D., Ed.; Church, Brenda Weible, Ed.; Fawcett, Gay, Ed.; Hendershot, Judith, Ed.; Henry, Justina M., Ed.; Moss, Barbara G., Ed.; Peck, Jacqueline K., Ed.; Pryor, Elizabeth, Ed.; Roskos, Kathleen A., Ed.
Teaching Comprehension and Exploring Multiple Literacies: Strategies from "The Reading Teacher."
PUB DATE- 00
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Content Area Reading; Elementary Secondary Education; Instructional Effectiveness; *Learning Strategies; *Reading Comprehension
IDENTIFIERS- K W L Strategy; Reading Teacher (Journal)

Whatever grade level, content, or texts that educators teach, their ultimate goal is to develop their students' understanding of what they read. The 29 articles in this anthology were published in "The Reading Teacher" from 1993 to 1999 and offer ideas to help students comprehend different types of texts and literacies, from technology literacy to visual, theater, and music literacy. Articles are: "Story Development Using Wordless Picture Books" (Colleen Reese); "Book Character Cards" (Kathy Morrow); "Find the Features and Connect Them" (Janet C. Richards; Joan P. Gipe; Mary Ann Necaise); "Using Games to Help Young and At-Risk Children Respond to Story Characters" (Janet individual and group work. The guide's final lesson will help students compare "Middlemarch" the television series with "Middlemarch" the novel. (NKA)

ED 447 485   CS 217 281

Writing Proficiency Examination Instructional Guide, 2000-2001. Third Edition .
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Descriptive Writing; Expository Writing; High Schools; Holistic Evaluation; Junior High Schools; Middle Schools; Persuasive Discourse; *State Standards; *Student Evaluation; Student Writing Models; Teacher Role; *Writing Evaluation; Writing Improvement; *Writing Processes
IDENTIFIERS- Analytic Scoring; Large Scale Assessment; Narrative Text; *Nevada; Writing Prompts

The Nevada Writing Assessment Program has been developed, implemented, and facilitated by Nevada classroom teachers, who have adapted, designed, and continually revised the scoring criteria; designed the assessment writing prompts; evaluated and chosen anchor papers; led the scoring sessions and read and scored the student papers; and made the classroom connections from assessment to instruction in order to improve student writing. Types of writing measured and their real world uses are: Narrative writing tells a story by sharing details of an experience; Expository writing instructs, gives information, or explains something about a topic; Persuasive writing gives a writer's opinion of a topic and tries to get the reader to agree; and Descriptive writing describes a person, place, thing, or idea. The Nevada Writing Assessment Program uses two types of direct writing assessment: holistic and analytic trait scoring. This guide is divided into the following sections: Introduction; Background and Purposes of Assessment; Scoring Rubrics; Eleventh Grade Sample Papers; Twelfth Grade Sample Papers; Eighth Grade Sample Papers; Fourth Grade Sample Papers; Writing for Assessment Tips; Trait Bookmarks for Classroom Use; Resources for Writing Teachers; and References for Writing Assessments. (NKA)

ED 447 486   CS 217 282

Renz, Lori
Write On! Teaching Reading and Writing in the Kindergarten Classroom.
PUB DATE- 00
NOTE- 39p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Kindergarten; Primary Education; Reading Attitudes; *Reading Instruction; *Reading Readiness; Word Recognition; Writing Attitudes; *Writing Instruction
IDENTIFIERS- Phonemic Awareness

Students entering first grade are not prepared to read. They lack

1999. The purpose of the study was to examine the correspondence among students' academic success, ACCUPLACER Sentence Skills test scores and recommended placement levels, and demographic data (age, gender, and race). Data collection items included students' ACCUPLACER Sentence Skills raw scores, recommended placement levels, demographic information, and students' end-of-semester grades in the entry-level writing courses. Selected findings include the following: 82% of the 482 tested students were appropriately placed; 64% of the tested enrollees in English 101, 030, and 020 passed with a grade of C or better; 62% of the tested students were females and 28% were males; 82% of the tested students comprise 17-25 age range; and 50% of the black students and 66% of the white students passed the entry-level writing courses. Although black students were in the majority, their passing rate was the lowest of all racial groups. Thus the study's findings provide analyses of the entry-level assessment practices and how those practices generally influence students' academic success in the entry-level writing courses (English 101, 030, and 020). Although the study's findings are not conclusive, the results do indicate that there is a significant correspondence between students' ACCUPLACER Sentence Skills test scores, students academic success in the entry-level writing courses, and students' race, but students' age and gender seem not to be significant predictors of students' academic success in the entry-level writing courses. Contains 11 notes, 17 references, and 10 tables and a figure of data. (Author/RS)

ED 447 506   CS 217 317

Ediger, Marlow
Writing Poetry in Ongoing Science Units of Study.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Writing; *Content Area Writing; *Creative Writing; Elementary Education; *Learning Strategies; *Poetry; Reading Aloud to Others; Science Activities; *Science Instruction; Teacher Role
IDENTIFIERS- Poetic Forms; Science Writing

In school, writing may be emphasized across the curriculum. There is a plethora of kinds of written work for students to be engaged in when studying science lessons and units. Poetry writing may be an excellent way for students to reveal what has been learned in a science unit. Many good poems dealing with science information are collected in anthologies for teachers to use. The teacher needs to read aloud to students selected science subject matter poems and encourage these learners to write poems for ongoing units and for personal enjoyment. Poetry chosen for oral reading needs to be on the developmental level of learners, and it needs to capture their interest. A bulletin board with illustrations and related poetry will stimulate interest in the writing of poetry dealing with science. Several examples of poems--couplets, quatrains, limericks, and haiku--serve to show how students can write rhymed verse with a scientific theme. In writing poetry, the teacher should follow guidelines and principles of learning. (MKA)

ED 447 507   CS 217 318

2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Literature Reviews; *Nonverbal Communication; *Student Behavior; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

This review of literature examines student nonverbal communication and its influence on teachers and their teaching. The review is divided into five sections. The first section explains why we consider this topic to be important, especially for new teachers and their professional development. The second section explains our focus, which is student nonverbal communication. The third and fourth sections examine the research literature from the education and communication disciplines. The fifth and final section examines implications for the classroom and provides teachers with suggestions for how they might use this information. (Contains 22 references.) (Author/RS)

ED 447 527 CS 510 441

Chen, Guo-Ming
Problems and Prospect of Chinese Communication Study.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; *Communication (Thought Transfer); Foreign Countries; *Global Approach
IDENTIFIERS- *China

Chinese have systematically practiced communication for over two thousand years, but from the Western perspective communication education and research in Chinese societies only began to burgeon in recent decades. In addition to summarizing the Western and traditional Chinese communication study and practice, this paper identified four problems faced by the Chinese communication community: incomplete landscape, skill orientation, self-centeredness, and westernization. In order to tackle these problems, the author argued that they must be put under the framework of riding on the wave of globalization by leading the Chinese communication study and education to accomplish four goals: (1) to expand its perspective for a global picture; (2) to cultivate cognitive awareness to balance contradictions caused by the dialectical relationship between globalization and localization; (3) to equip the ability of flexibility to flow with and manage changes due to the impact of globalization; and (4) to acquire communication skills of sensitivity and openness to value diversity for continuous improvement. (Contains 43 references.) (Author/RS)

ED 447 528 CS 510 442

Gilchrist, Eletra S.
Communicator Style: A Study of College Students.

Ethics of Death: An Exploration of Three Model Approaches (David A. Craig); and "Philosophy in the Trenches: How Newspaper Editors approach Ethical Questions" (Patrick Lee Plaisance). (RS)

ED 447 548 CS 510 465

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Commission on Status of Women.
PUB DATE- 00
NOTE- 113p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; *Basketball; *Females; Higher Education; Imagery; *Journalism Education; Journalism Research; *News Reporting; Sex Role
IDENTIFIERS- Advice Columns; Media Coverage; Nineteenth Amendment; Womens Suffrage

The Commission on Status of Women section of the proceedings contains the following three papers: "The Last Male Bastion Enters the 21st Century: The Changing View of Women's Professional Basketball in One Newspaper's Sports Department" (Lynn Klyde-Silverstein); "A Woman's Place: Newspaper Advice Columns in the Wake of the Nineteenth Amendment--A Case Study" (Jacquelyn A. Lowman and Lucinda D. Davenport); and "Images of Women's Basketball Players on the Covers of Collegiate Media Guides" (Kiki N. Baker). (RS)

ED 447 549 CS 510 466

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Civic Journalism Interest Group.
PUB DATE- 00
NOTE- 185p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conflict Resolution; Higher Education; Internet; Journalism; *Journalism Education; Literature Reviews; Newspapers; Photojournalism
IDENTIFIERS- *Civic Writing

The Civic Journalism Interest Group section of the proceedings contains the following five papers: "A Tale of Two Cities: Do Small-Town Dailies Practice Public Journalism Without Knowing It?" (David Loomis); "Engaging the Literature: A Civic Approach" (Kathryn B. Campbell); "Resolving Public Conflict: Civic Journalism and Civil Society" (Kathryn B. Campbell); "Civic Journalism on the Right Side of the Brain: How Photographers and Graphic Designers Visually Communicate the Principles of Civic Journalism" (Renita Coleman); and "Citizen-Based Reporting: A Study of Attitudes Toward Audience Interaction in Journalism" (John L. Morris). (RS)

ED 447 550 CS 510 467

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Minorities and Communication Division.

sports, school board removals, shared decision making, attendance, students with disabilities, discipline, health issues, residency, superintendents, teacher discipline, textbook distribution, and transportation. Chapter 2, "Americans with Disabilities Act: Reasonable Accommodation of Employees and Students," reviews case law pertaining to definitional issues, violations, and compliance with ADA guidelines for treatment of teachers and students. Chapter 3, "Privacy and Freedom of Speech in the Workplace for the 1990's," evaluates statutory and constitutional issues pertaining to privacy and freedom of speech expectations at the workplace, and includes a table outlining Cornell University's guidelines on responsible use of electronic communications. Chapter 4, "Recent Developments under the Public Employees' Fair Employment Act," outlines legislative changes and major board, court, and miscellaneous decisions affecting the application of the Taylor Law regulating employment practices for public employees. Chapter 5, "An Update of Section 803 Claims," considers the evolution of claims by teachers and noninstructional personnel in New York for retroactive membership in Teacher's Retirement System or Employee's Retirement System (ERS). Chapter 6, "Sexual Harassment: Current Developments," analyzes recent developments defining impermissible conduct and liability under sexual harassment case law. (TEJ)

ED 447 569   EA 030 719

Mitchell, Susan
How School Choice Almost Died in Wisconsin. Report.
PUB DATE- 99
NOTE- 28p.; For other volumes of this report, see EA 030 720 and EA 030 721.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Accountability; *Charter Schools; Educational Policy; Educational Vouchers; Innovation; *Public Policy; School Choice; School Effectiveness; *State Legislation; *State Regulation; State Standards; Student Costs
IDENTIFIERS- *Wisconsin Department of Public Instruction; *Wisconsin (Milwaukee)

Aggressive intervention by a school-choice coalition and supportive elected officials turned back threats to the Milwaukee Parental Choice Program (MPCP) posed by burdensome state regulation of private schools. MPCP continues to expand, studies report academic gains, parents are satisfied and involved, and public support has grown. Supporters of school choice must learn to overcome opponents' strategies which use threats of regulation to undermine the program in the face legislative and judicial defeats. Efforts to impose a variety of regulations on participating private schools intensified in the wake of a supportive 1998 Wisconsin Supreme Court. Drawing on the support of the governor and legislators, supporters of school choice compelled the Department of Public Instruction (DPI) to compromise, demonstrating that a coordinated response can effectively resist regulation. Opponents are continuing efforts to undermine MPCP in several ways, including: (1) spreading factual misinformation about choice schools regarding racial balance, tuition expenses, and exclusion of poorly performing students; (2) calling on the legislature to impose more regulations on choice schools; (3) appropriating the rhetoric of accountability to regulate MPCP; (4) administrative rule-making by DPI, contravening earlier legislative

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Elementary Secondary Education; *Orientation; *Peer Influence; *Principals; Public Schools; Social Values; *Transitional Programs

The transition from elementary school to middle-level or from middle-level to high school is very difficult for many students. While some students are mature enough to deal with their fears on their own or ask for the help they need, many struggle through these transitional times. They may manifest their difficulties with sudden outbursts of inappropriate behavior, detachment from their new environment, or chronic illness. Although there are many differences between a sixth-grade and ninth-grade student, strategies to assist these students are very similar. The programs outlined here are not specific to any grade level and should be incorporated into an overall strategy that can be used in either elementary-to-middle or middle-to-high school transition. Educators are encouraged to adapt these ideas to fit their students' needs. (DFR)

ED 447 588 EA 030 747

Brown, Thomas J.
Legal Issues and the Trend towards School Uniforms.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Clothing; Discipline; Elementary Secondary Education; *Legal Responsibility; Public Schools; *School Safety; *School Uniforms; *Self Concept

This paper discusses the adoption of mandatory and voluntary uniform policies in school systems across the United States. Mandatory policies have been adopted by 6 of the nations largest districts--Birmingham, Chicago, Dayton, Long Beach, San Antonio, and Oakland. Approximately 35 other districts have voluntary policies, and countless others are considering implementation of some type of uniform policy. The trend toward uniforms actually began in the late 1980s, primarily in inner-city location. The paper discusses the factors that have encouraged the adoption of a school uniform policy as well as what opponents of such a policy have to say. Legal challenges to uniform policy have arisen as school districts have adopted mandatory uniform codes. (Contains 25 references.) (DFR)

ED 447 589 EA 030 748

Kober, Nancy
Lessons from Other Countries about Private School Aid: Higher Public Funding for Private Schools Usually Means More Government Regulation.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; Foreign Countries; *Government Role; *Government School Relationship; *Private Education; Private Schools; *Public Schools; *Religious Education

This booklet discusses the pros and cons of using public funds instructional flexibility. Because competition stimulates improvement, the plan promotes charter schools, education savings accounts, school choice, consolidation of categorical grant programs, and public-private construction partnerships. Performance-based grants are provided for before- and after-school learning opportunities, as well as for violence and drug prevention activities. The proposal consolidates duplicative technology programs through grants to schools, and facilitates comprehensive, integrated technology strategies. New money for construction and other initiatives is provided to Native American and military schools. The President's plan frees schools, districts, and states by allowing for more flexibility, increases accountability for improved student achievement, and rewards high-performing states and schools. (TEJ)

ED 447 609 EC 307 851

Keymer, Carol A.
"Creating STARS": An Educational Intervention Addressing Academic Failure.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delinquency; Elementary Education; *Instructional Effectiveness; *Learning Disabilities; Learning Strategies; *Perceptual Development; *Perceptual Impairments; Pilot Projects; Reading Difficulties; *Remedial Instruction; Remedial Reading; Visual Perception

This paper describes an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies. It considers visual perceptual problems as the undetected cause of much academic failure. Basic visual skills necessary for academic success are identified including visual acuity, binocular coordination, accommodation, peripheral awareness, visual fixation, eye hand coordination, visual perception, and visualization. Research on the correlation between visual problems, academic failure, learning disabilities, and juvenile delinquency is briefly reviewed, as is research on developmental aspects of vision and impact on cognitive ability. Several current programs and interventions are briefly reviewed prior to a description of the "Creating STARS" (Students Achieving Reading Success) program. The paper discusses each of the program's five components: (1) teacher and administrator training; (2) student developmental vision assessment; (3) visual stimulation activities; (4) learning strategy installation; and (5) reading and learning remediation. A pilot test with all second, third, and fourth grade students at one Oklahoma City school found that 20 hours of remediation resulted in an average of 1 year's progress and 68 percent increase in reading rate. (Contains 17 references.) (DB)

ED 447 610 EC 308 056

Loeding, Barbara L.
Language Patterns Used by Vocational Rehabilitation Staff To Communicate with Deaf Clients: Enabling or Disabling?
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English

Children, Youth, and Families (DHHS/ACF), Washington, DC.
Children's Bureau.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Community Resources; *Disabilities; Elementary Secondary Education; *Eligibility; Federal Legislation; Financial Services; *Financial Support; Health Insurance; Higher Education; Infants; Private Financial Support; State Programs; *Student Rights; Toddlers; Work Environment; Young Children
IDENTIFIERS- Medicaid; Medicare; *Washington

This manual provides Washington state consumers and their advocates with information and guidance to enable them to pursue appropriate avenues for funding assistive technology (AT). Chapter 1 discusses the legislative history of AT, the definition of AT, and basic funding strategies. Chapter 2 reviews health-related sources of AT funding including private insurance, Medicaid, Medicare, the Children's Health Insurance Program, Washington state basic health care plans, and Washington state's high risk pool. Chapter 3 describes funding options for individuals who need AT for work or to prepare for employment. It provides an overview of the rights of people with disabilities to have AT and major sources of funding for work-related AT. Chapter 4 describes the rights of students with disabilities to AT in education, including public and private elementary and secondary schools and higher education. It also discusses other options for funding AT for students with disabilities. The following chapter discusses AT for special populations. Chapter 6 provides basic information on how to appeal denials of requests for funding AT. The last chapter describes a number of alternative funding sources. Appendices include a list of relevant resources and a sample letter of justification. (Chapters include references.) (CR)

ED 447 629 EC 308 118

Lesher, Gregory W.; Moulton, Bryan J.; Rinkus, Gerard; Higginbotham, D. Jeffery
A Universal Logging Format for Augmentative Communication.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Augmentative and Alternative Communication; *Computer Oriented Programs; *Data Collection; *Disabilities; Electronic Text; Elementary Secondary Education; Information Systems; *Keyboarding (Data Entry); *Outcomes of Treatment; Postsecondary Education; Program Evaluation; Standards; Word Processing

This report discusses how technical and technological advances in alternative and augmentative communication (AAC) have outstripped the ability to assess their impact on actual communication and argues that this is due in part to the lack of a consistent and reliable method to measure long-term magnet school for talented math and science students at 15 Massachusetts high schools. Its aim was to expose students to real-world research problems and methods. High school math and science teachers collaborated with corporate and university scientists, who served as student advisors. Teachers gained professional development and students learned experimental design, laboratory skills, instrumentation, mathematical modeling and problem solving, and exploratory data analysis. Participating students received high school credit and were brought together for a two-week Summer Institute at the University of Massachusetts-Lowell with professors, corporate engineers, and scientists in biology, chemistry, computer science, engineering, environmental science, health sciences, and mathematics, where they developed research projects. The information packet includes a program overview, a videotape, and relevant articles. (CR)

ED 447 647 EC 308 136

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Independent Study/Mentorship (Central High School, Texas).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 16p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; Community Programs; Education Work Relationship; Enrichment Activities; High Schools; *Independent Study; Job Search Methods; *Mentors; Problem Solving; Program Design; *Service Learning
IDENTIFIERS- Texas

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practice models: the Independent Study/Mentorship program at Central High School in Texas. This program is a collaboration between Central High School and the Southeast Texas School-to-Work Partnership that offers teachers an integrated, academic curriculum in which students address workplace or community challenges. Teachers facilitate students' independent studies, and community leaders spend time in the classroom. Students select mentors, conduct research, and develop and present projects in which they contribute to their community, explore career possibilities, and engage in a trial job search. The Independent Study/Mentorship course includes six broad learning assignments and assessments, personalized by students' choices for career exploration. The class is held the last period of the day, so that students can spend at least three hours a week at the workplace. The information packet includes a program description and assessment rubrics. (CR)

ED 447 648 EC 308 137

Gifted Education/School-to-Work Models: Best Practices and Unique

ADHD and giftedness can co-exist; (2) explore multiple perspectives in your pursuit of information about ADHD; (3) remember that the most important criterion for diagnosing ADHD is the degree of impairment experienced by the child in two or more settings; (4) utilize a multidisciplinary team to arrive at diagnoses and to develop comprehensive treatment plans; (5) become familiar with a variety of educational and behavioral strategies to determine which combinations might be effective for the individual child; (6) be cautious about promises of "quick fixes"; and (7) be aware that individuals with ADHD have their greatest difficulties in the "output" stage of cognitive processing. Appendices include the diagnostic criteria for ADHD, a glossary of neurological terms, and user-friendly references and resources about ADHD. (Contains more than 200 references.) (CR)

ED 447 667 EF 005 126

Ortiz, Flora Ida
Schoolhousing: Planning and Designing Educational Facilities.
PUB DATE- 94
NOTE- 195p.; Available in hardback only.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Construction; School District Reorganization; State School District Relationship

This book presents a theoretical and practical portrayal of how, when, and why public school districts build new schools. Based on extensive data analysis and a comprehensive review of the literature, the book specifies school district reorganization and the subsequent steps necessary to implement plans. It discusses how school districts relate to state agencies on regulatory, fiscal, and support bases; and addresses questions considered important to school district officials and others engaged in projects requiring long-term management. Topics include preconstruction considerations, issues involving the construction of new schools, postconstruction processes, and conclusions and policy implications. Author and subject indexes are included as is an appendix containing references for additional information. (Contains 228 references.) (GR)

ED 447 668 EF 005 650

Sanoff, Henry
Planning Outdoor Play: A Manual Organized To Provide Design Assistance to Community Groups.
PUB DATE- 82
NOTE- 100p.; With assistance from Greg Centano, Sam Caltagirone, Jackie James, Kim Summer, David Tester, and Bodil Vaupel.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Coordination; *Community Programs; *Guidelines; *Planning
IDENTIFIERS- *Playground Design; *Playground Equipment

Based on the collective experience of various community groups, this manual explores the steps for planning community

Volume 14, Number 2 are available from ERIC only in French.
LANGUAGE- English; French
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ethnic Groups; Irish; *Language Attitudes; *Language Maintenance; *Language Minorities; Second Language Instruction; Second Language Learning; Serbocroatian; *Uncommonly Taught Languages; Welsh
IDENTIFIERS- Austria; Belgium; Catalan; Czech Republic; Denmark; *European Union; France; Germany; Greece; Hungary; Iceland; Ireland; Italy; *Language Policy; Luxembourg; Malta; Netherlands; Norway; Portugal; Romania; Slovakia; Spain; Sweden; Ukraine; United Kingdom

This document contains 26 issues (the entire output for the 1990s) of this publication dedicated to the study and preservation of Europe's less spoken languages. Some issues are only in French, and a number are in both French and English. Each issue has articles dealing with minority languages and groups in Europe, with a focus on those in Western, Central, and Southern Europe. (KFT)

ED 447 693 FL 026 469

Stockdale, Joseph Gagen, III
Mr. Stockdale's Dictionary of Collocations.
PUB DATE- 00
NOTE- 2583p.
LANGUAGE- English
EDRS Price- MF23/PC104 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adult Education; *Classroom Techniques; Dictionaries; Elementary Secondary Education; *English (Second Language); Higher Education; Lexicography; Second Language Instruction; Second Language Learning; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Lexical Collocation

This dictionary of collocations was compiled by an English-as-a-Second-Language (ESL) teacher in Saudi Arabia who teaches adult, native speakers of Arabic. The dictionary is practical in teaching English because it helps to focus on everyday events and situations. The dictionary works as follows: the teacher looks up a word, such as "talk"; next to the word is a list of words associated with that word, such as "peace, pep, pillow, shop, trash, heart-to-heart, man-to-man, and small"; the teacher explains the more interesting uses of the word. The teacher then asks for other possible uses and contexts for the word. The introduction makes many suggestions for the creative and productive use of this dictionary. (KFT)

ED 447 694 FL 026 470

Morgan, Carol; Cain, Albane
Foreign Language and Culture Learning from a Dialogic Perspective. Modern Languages in Practice 15.
PUB DATE- 00
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); Connected Discourse; *Cultural Awareness; *Dialogs (Language); English; Foreign Countries; French; High School Students; High Schools; *Intercultural Communication; Interviews; Language Patterns;

discussion skills through task-based and skill-based approaches and measures of individual aptitude, anxiety, personality, and motivation. Research suggests a relationship between individual differences and success in language learning. Students learn discussion skills equally well under both task-based teaching models, incorporating focus-on-form activities, and traditional skills-based teaching in this study, with skills-based teaching having the slight advantage over the former. Three tables, "Operational Distinction between Task-Based and Skill-Based Approaches," "Sample Activities in the Task-Based and Skill-Based Approaches," and Rating Scale Used To Assess Oral Discussions," are included. (Contains 35 references.) (Author/KFT)

ED 447 713 FL 026 491

Zelasko, Nancy; Antunez, Beth
If Your Child Learns in Two Languages: A Parent's Guide for Improving Educational Opportunities for Children Acquiring English as a Second Language = Si su nino aprende en dos idiomes: Una guia para que las familias sepan como mejorar las oportunidades educativas de los ninos que adquieren el ingles como segunda lengua = Neu lon Ban Hoc Bang Hai Thu Tieng: Chi-nam cua phu-huynh de cai tien co hoi hoc van cua con em dang hoc Anh van nhu sinh ngu thu hai.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 114p.; This paper was prepared under Task Order EDOBEM-99-000011, Model 9. Spanish version translated by Thomas Mansella and Rosario Gingras. Vietnamese version translated by Pham-Nguyen Linh-Nguyet and Phyllis Sherper.
LANGUAGE- English; Spanish; Vietnamese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Family School Relationship; Family (Sociological Unit); Immigrants; Integrated Services; Language Minorities; Limited English Speaking; *Parent Materials; Parent Participation; *Parent School Relationship; Second Language Instruction; Second Language Learning

This guide, in English, Spanish, and Vietnamese, aims to inform parents of students who have learned or are learning English as a Second Language about appropriate approaches for educating children so that they can work with schools to ensure a high quality education for their children. The emphasis is on explaining the laws, schools, and research related to the education of the English language learners (ELL). It is hoped that this information will help parents understand and participate in the education of their ELL child. Covered topics include the following: the benefits of learning two languages, how parents can determine if the school is meeting the academic needs of their children, what the characteristics of effective schooling for ELLs are, how schools determine if a child needs English-as-a-Second-Language (ESL) help, the academic requirements of ESL students, federal policies and programs that can assist parents in monitoring the quality of the education schools are providing, a comparison of educational

Education; *English (Second Language); *Hispanic Americans; *Interaction Process Analysis; *Paraprofessional Personnel; Second Language Learning; Social Influences; Spanish Speaking; *Teacher Aides; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Latinos

This digest discusses a study that examined the impact of sociocultural factors on the interactions between Latino language minority students and Latino paraeducators and the relationships that result from these interactions. The study explored whether a knowledge of students' culture and communities, primary language, and interaction styles helps paraeducators and their cooperating teachers meet the students' academic and social needs. The study took place in two large, inner-city public elementary schools in Southern California that serve low-income Latino language minority children. Paraeducators were the subject of the study, because they often live in the communities in which they work and likely share a knowledge of the students' culture. The premise of the study was that these paraeducators would prove to be important resources for tapping into students' prior knowledge and for providing cultural scaffolding. Participants were 32 Latino paraeducators, 8 of whom had recently become teachers. Each participant was interviewed individually and was observed working with students in the classroom. The paraeducators also engaged in informal conversations with study researchers. Topics explored included teacher beliefs, school roles, the role of culture and language in learning, and student-teacher relationships. Findings and implications are discussed. (VWL)

ED 4 7 731 FL 801 401

Menard-Warwick, Julia
EMPLOY-ABILITY Teacher Handbook and Student Workbook, Spring 1998.
PUB DATE- 98
NOTE- 165p.; Illustrated by Jeanne Carlson. Funded by a Basic Occupational Grant from the Office of Adult Literacy.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; Classroom Techniques; *English (Second Language); Immigrants; Job Search Methods; Language Minorities; Limited English Speaking; Literacy; Teacher Education; *Teaching Methods; *Vocational English (Second Language); Work Attitudes
IDENTIFIERS- Whatcom Community College WA

This document contains two guidebooks--a workbook for students and a handbook for teachers. Class activities are designed for English-as-a-Second Language (ESL) students at level 1B of the Washington State Core Competencies. Some activities may be appropriate for level 1A and/or level 2 students too. Materials are based on experience and are designed to help low-level ESL students find an entry-level job, complete the necessary paperwork, and behave appropriately in the workplace. Special emphasis is given to the communication skills needed in the first few days of employment. The books are divided into 9 units, each covering a different subject area. They include the following: "Names of Occupations"; "Experience and Skills"; "Looking for a Job"; "Application Forms"; "The Job Interview"; "Paperwork"; "Learning a Job"; "Safety"; and "Personal Qualities." In addition, the teacher handbook contains an

Culpepper, Pepper D., Ed.; Finegold, David, Ed.
The German Skills Machine: Sustaining Comparative Advantage in a Global Economy. Policies and Institutions: Germany, Europe, and Transatlantic Relations, Volume 3.
PUB DATE- 99
NOTE- 482p.; Published in association with the American Institute for Contemporary German Studies (AICGS), Washington, DC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; Developed Nations; *Economic Development; Educational Needs; Employment Programs; Foreign Countries; *Government Role; History; Industrial Training; *Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- France; *Germany; Great Britain; United States

This book examines the effectiveness and distributive ramifications of the institutions of German skill provision as they functioned at home in the 1990s and as they served as a template for reform in other industrialized countries. The volume relies on multiple sources of data, including in-firm case studies, larger-scale surveys of companies, data on life course patterns, and historical and contemporary studies of the functioning of institutions in different settings, which themselves draw on interviews and secondary literature. Following an introduction that discusses the pros and cons of the German model of skill provision as it functions in the country today and how this model can be used in other countries, the book contains nine chapters organized in three parts. Part 1, "Threats to the German System in Comparative Perspective," contains these three chapters: "The German Apprenticeship System under Strain" (Karin Wagner); "Craft Production in Crisis: Industrial Restructuring in Germany during the 1990s" (Gary Herrigel, Charles F. Sabel); and "The German Skill-Creation System and Team-Based Production: Competitive Asset or Liability?" (David Finegold, Karin Wagner). The three chapters in Part 2, "Distributive Outcomes of the German Training System," include: "Vocational Training and Job Mobility in Comparative Perspective" (Thomas Hinz); "Gender and Skills: Distributive Ramifications of the German Skill System" (Helga Kruger); and "Continuing Occupational Training in an Aging German Economy" (Jutta Gatter). Part 3, "International Experiments with In-Firm Training," contains the following three chapters: "Individual Choice, Collective Action, and the Problem of Training Reform: Insights from France and Eastern Germany" (Pepper D. Culpepper); "Sectoral Training Initiatives in the U.S.: Building Blocks of a New Workforce Preparation System?" (Eric Parker and Joel Rogers); and "Building a Governance Structure for Training? Employees, Government and the TEC Experiment in Britain" (Steward Hood). A conclusion by David Fingold examines "The Future of the German Skill-Creation System: Conclusion and Policy Options." (A bibliography contains 639 references.) (KC)

ED 447 262   CE 080 600

Harry, Keith, Ed.
Higher Education through Open and Distance Learning. World Review of Distance Education and Open Learning, Volume 1. A Commonwealth of Learning Series.
SPONS. AGENCY- Commonwealth of Learning, Vancouver (British Columbia).

English as a Second Language (ESL) courses in which students learn academic course content through ESL. In these studies, students actively negotiated the meaning of extensive resources and readings in a second language on asynchronous electronic bulletin boards whenever they were interested. This student-centered approach appears promising, based on results from a detailed discourse analysis of the students' communications on the bulletin boards, as well as from reading comprehension and writing production tests. In addition, extensive formative and summative interviews of the students' attitudes towards reading and discussing course content on the electronic bulletin boards for second-language acquisition yielded positive results. Ongoing research with real-audio and visual modalities is promising. (Contains 18 references.) (KC)

ED 447 278   CE 080 904

Kapiszewski, Andrzej
Population, Labour and Education Dilemmas Facing GCC States at the Turn of the Century.
PUB DATE- 00
NOTE- 43p.; GCC stands for Gulf Cooperation Council. In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Developing Nations; Economic Development; Education Work Relationship; Educational Development; Elementary Secondary Education; *Employment Practices; Foreign Countries; *Futures (of Society); Higher Education; Labor Force Development; Modernization; Policy Formation; *Public Policy; *Quality of Working Life; Social Change; *Unemployment; *Work Attitudes
IDENTIFIERS- Bahrain; *Gulf Cooperation Council; Kuwait; National Development; Oman; Qatar; Saudi Arabia; United Arab Emirates

This study describes and analyzes certain population, labor, and education issues in oil monarchies of the Persian Gulf. The countries profiled are Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (also known as the GCC Gulf Cooperation Council countries). Since the discovery of oil, these countries transformed themselves in a similar way from desert sheikhdoms into modern states. Oil revenues, and especially the high oil prices in the 1970s and the early 1980s, allowed for their rapid development. Social changes followed economic growth. Tribal societies, largely of rural or nomadic character, converted themselves into highly urbanized ones, a development that brought a complete change in people's lifestyles. Today, the kingdoms are struggling with issues of unemployment, education, and work ethic as they attempt to fit young nationals into their economies. Although many of these countries employ expatriates as more than half of their labor force, public policy is encouraging more nationals to take their place in the workforce. In order for this to happen, the countries plan to upgrade their educational systems, subsidize work by nationals, force companies to hire more nationals, and try to modernize the work ethic and attitudes of natives of the countries. (KC)

ED 447 279   CE 080 905

IT Information Technology as a Change Agent in Education and National Development.
PUB DATE- 00
NOTE- 21p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883. Some charts are unreadable.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Case Studies; *Change Agents; Computer Uses in Education; Delivery Systems; *Economic Development; *Education Work Relationship; Educational Environment; Educational History; Educational Trends; Foreign Countries; *Information Technology; Internet; Lifelong Learning; National Standards; Outcomes of Education; Program Development; Program Effectiveness; *Technical Education; World Wide Web
IDENTIFIERS- *National Development; *Singapore

The case of Singapore illustrates how well-deployed information technology (IT) can be a change agent in education and national development. IT has been a catalyst and enabler of the shift from didactic, passive instruction to interactive, learner-centered and learner-directed instruction. In technical education in particular, IT has served as a new tool/facility, valuable educational resource, integral component of education and training, and stimulant and vehicle of knowledge creation. IT has facilitated infrastructure development and economic growth both directly and indirectly via education. Of 55 major cities surveyed worldwide, Singapore ranked fourth in computer and Internet usage. Singapore's IT 2000 Masterplan calls for establishing a host of multimedia services at competitive rates. Along with thinking skills development and national education, IT is one of the three priorities for Singapore's education plan, which calls for having 30% of the curriculum incorporate IT by 2002. IT has significantly improved the following aspects of Singapore's educational delivery system: administration; presentation; and communication. There are strong indications of a causal relationship between deployment of IT and significant improvements in Singapore's educational system and economy. Factors credited with Singapore's successful assimilation of IT include the following: goal definition, leadership/management, ownership, infrastructural provisions, training, incentives, and monitoring and evaluation. (MN)

ED 447 295 CE 080 929

Hallett, Deborah Hughes
Decision-Makers at the Crossroads: Changing Quantitative and Technological Tools.
PUB DATE- 00
NOTE- 9p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Business Administration Education;

Developing Nations; *Educational Technology; Foreign Countries; *Information Technology; Internet; *Multimedia Instruction; Postsecondary Education; Program Implementation; Secondary Education; Teacher Education; *Vocational Education
IDENTIFIERS- Contextual Learning; *Malaysia

Development of information technology (IT) and the Multimedia Super Corridor (MSC) project has placed Malaysia within the global interconnectivity along with other developed nations. Types of IT applications are e-learning, e-mail, discussion group mailing lists, bulletin board systems, chat mode, newsgroups, Internet, tutorial, hypermedia, and file transfer protocol. These advantages of IT are documented in the literature: enhanced student motivation; enhanced research, critical thinking, organizational, and presentation skills; easy access to Internet resources; and ability of technical and vocational educators to create effective contextual learning experiences for learners. These limitations of IT have been cited: cognitive overload; no quality monitoring of materials; and tendency for users to plagiarize the material. The aim of IT programs in technical and vocational institutions is to produce semi-skilled IT workers competent in diverse areas of IT and multimedia technologies. Two approaches have been used in teaching IT: learning about IT and learning with IT. Public polytechnics have offered IT programs at the Certificate (2-year) and Diploma (3-year) levels. Barriers to IT implementation are: minimal level infrastructure and facilities for computer and Internet at the school level; inadequate number of computers in schools; computer illiterate teachers; and lack of ongoing technical support. (Contains 27 references.) (YLB)

ED 447 312   CE 080 954

Brustein, Michael
Examination of the Data Requirements of the Workforce Investment Act and the Perkins Act of 1998. Report of the National Postsecondary Education Cooperative Working Group on Workforce Development.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Adult Education; Compliance (Legal); *Cooperative Programs; *Coordination; Data Analysis; Data Collection; Educational Legislation; Evaluation Criteria; Federal Legislation; *Federal Programs; *Job Training; *Labor Force Development; Performance; Postsecondary Education; Quality Control; Standards; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Technical Educ Act 1998; Workforce Investment Act 1998

This paper focuses on the data ramification of the Workforce Investment Act (WIA) and the Carl D. Perkins Vocational and Technical Education Act of 1998. Section 1 provides an outline of the role of these postsecondary institutions under WIA: members of the State and local boards; one-stop operators; one-stop partners; and eligible service providers. Section 2 discusses accountability provisions of WIA, the Adult Education and Family Literacy Act (AEFLA), and the Perkins Act. It addresses Title I of WIA which requires states and local areas to establish performance measures (core indicators of performance, customer satisfaction indicators of performance, Kennelly); "Perceptions of Workplace Discrimination among Black and White Professional-Managerial Women" (Elizabeth Higginbotham and Lynn Weber); (Part III: New Directions for Social Theory and Policy) "Black Women and the New World Order: Toward a Fit in the Economic Marketplace" (Delores P. Aldridge); "Now You See 'Em, Now You Don't: Race, Ethnicity, and Gender in Labor Market Research" (Barbara F. Reskin and Camille Z. Charles); and "Latinas and African American Women in the Labor Market: Implications for Policy" (Joya Misra). (KC)

ED 447 329   CE 080 976

Dominice, Pierre
Learning from Our Lives: Using Educational Biographies with Adults. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 206p.; Foreword by Alan B. Knox.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Adult Students; *Autobiographies; Biographical Inventories; Empowerment; Family Influence; Informal Education; Learning Theories; *Personal Narratives; Postsecondary Education; Self Disclosure (Individuals); Self Evaluation (Individuals); Self Expression; Social Influences; Student Motivation; *Teaching Methods; Writing Instruction

This nine-chapter book, written in Europe by a French-speaking Swiss educator, explores the rationale for using educational biography approaches in adult education and presents examples that illustrate various uses of these life history activities. Chapter 1 provides an introduction and overview of educational biography, and Chapter 2 describes practitioners' experience with major educational biography approaches, including written and oral narratives. Chapter 3 presents a review of the literature, concentrating on examples of educational biography approaches that occur in particular contexts and address particular themes. Chapter 4 explores how adults educate themselves in various settings, including family and school. The main theme of Chapter 5 is adults' ways of thinking as men and women functioning in family, school, and workplace, and the influence of various subcultures. Learners' needs and motivations are the focus of Chapter 6, and, in Chapter 7, the main theme is helping learners name their experiences and their world and deal with issues that emerge from this interpretation. Chapter 8 addresses how educational biography can help adult learners gain a new understanding of evaluation by examining the power relationships that influence education and educational goals, the uses of evaluation decisions, and formative evaluation as interpretation. Chapter 9 concludes with a discussion of ways of creating conditions for successful adult learning based on the main themes raised by the educational biography approach. (Contains 108 references.) (KC)

ED 447 330   CE 080 977

Drew, Sam F., Jr.
Converging Streams: The Power of Collaboration among Service Groups. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 00

*Illinois; Job Shadowing

This document is intended to help practitioners plan and implement activities for observance of Career Development Month in Illinois. Part 1 examines the following topics: the definitions of career development and education-to-careers; the rationale for devoting a month to career development; a career framework; and suggested Career Development Month activities. Part 2, which concentrates on specific career development activities appropriate for youths and adults, details 26 activities that have been successfully implemented at Illinois elementary, secondary, and postsecondary schools. The following are among the activities included: K-8 career awareness program; business buddies classroom project; exploration of high-tech careers; totally tech camp; job shadowing for rural students; summer job contacts, extended campus program; and tech prep summer educator academy. Part 3 profiles six nationally recognized career guidance programs. Part 4, which deals with education and community collaboration, discusses the following topics: (1) benefits of education-community resource collaboration; (2) ways parents can be involved; and (3) work-based learning experiences (field trips, resource speakers, career days/fairs, job shadowing, mentoring). Part 5 presents the following items: labor market information; facts and figures regarding gender equity; list of 10 traits employers want in their employees; and profiles/addresses of 4 Illinois agencies providing career-related information. (MN)

ED 447 347   CE 081 010

Bjornavold, Jens
Making Learning Visible: Identification, Assessment and Recognition of Non-Formal Learning in Europe.
PUB DATE- 00
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Adult Education; Adult Learning; Advanced Placement; Certification; Change Strategies; Comparative Analysis; Competence; Credits; Definitions; Education Work Relationship; Educational Change; Educational Environment; *Educational Policy; Educational Quality; Educational Theories; Educational Trends; Employment Experience; Employment Qualifications; Evaluation Criteria; *Evaluation Methods; Experiential Learning; Foreign Countries; Glossaries; Informal Education; International Cooperation; International Educational Exchange; Job Placement; Job Training; Learning Experience; Learning Processes; Lifelong Learning; National Programs; *Nonformal Education; Nontraditional Educat Contextual Learning; *European Union; National Vocational Qualifications (England)
IDENTIFIERS- Contextual Learning; *European Union; National Vocational Qualifications (England)

Policies and practices in the areas of identification, assessment, and recognition of nonformal learning in the European Union (EU) were reviewed. The review focused on national and EU-level experiences regarding the following areas and issues: recognition of the contextual nature of learning; identification of methodological requirements for assessing and recognizing nonformal learning; and institutional and political requirements. Special attention was paid to the following experiences: (1) the German and Austrian dual system approach; (2) the Mediterranean approach of viewing methodologies for

This paper assesses the impact that reading violent comic books has on hostile attributional bias using relationally aggressive scenarios. College students (N=85) read either very violent or mildly violent comic books. Participants rated the comic books on levels of violence, humor, interest level, and overall likeability. They also read five hypothetical stories in which a relationally aggressive event occurs to a child, but the intent of the provocateur is unclear. Participants then answered questions concerning the stories. Like previous research, results show that when using overt provocation situations trait hostility was significantly related to attributions about the provocateur. They also show that an individual with a chronically aggressive construct will typically demonstrate biased social information-processing. In addition, the results offer support for the contention that violent comic books influence the perception of relationally ambiguous provocation situations. When asked about the intent of the provocateur, participants reading the very violent comic book responded significantly more negatively than participants reading the mildly violent comic book. Thus, violent comic books appear to lead to a short term relational hostile attributional bias. Also, participants reading the violent comic book ascribed a more negative emotional state to the provocateur than participants reading the mildly violent comic book. (MKA)

ED 447 366   CG 030 443

Yoo, Sung-Kyung
What Makes a Difference for Juveniles in Korea?
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Change; *Delinquency; Educational Experience; Family Characteristics; Foreign Countries; *High Risk Students; Peer Relationship; Secondary Education
IDENTIFIERS- *South Korea

This paper discusses a study that attempted to explore the factors having an impact upon delinquents' behavior change in Korea. Specifically, it examined the risk factors and the protective factors related to delinquent behaviors in Korean youth. Participants (N=10) were interviewed about the history of their delinquent behavior; family background; school experience; peer relationships outside of school; the turning point and process of their behavior change; and factors perceived to have an impact upon their behavior change. Results found that nine out of ten youths had family risk factors. Failure in school was found to be another significant risk factor. With regard to protective factors, all interviewees regarded "self-determination to change" as the most important factor to prevent recidivism. Individual characteristics, such as intellectual capability to analyze the results of delinquent behaviors, were found to prevent recidivism. Experiences of success in school in the past was shown to help the youths to keep trust in their potential and protect them from conducting more serious problem behaviors. (Contains 22 references.) (MKA) counselor, including the extent to which it is used, and how peer programs have been effective. Chapter Two explores types of personal changes and challenges most college-age students experience. Chapter Three discusses how important it is to accept and understand individual differences of a diverse student population. Chapter Four explores the significance of effective listening and responding skills. Chapter Five covers topics of assisting others through the use of active problem-solving approaches. Chapter Six presents an overview of group development and group dynamics. Chapter Seven looks at the necessary characteristics of being an effective leader. Chapter Eight address the issues and methods that students use to succeed in their classes. Chapter Nine discusses learning to recognize the students who need assistance from other helping agencies on campus or the surrounding community. Chapter Ten presents ideas regarding ethical behavior and specific behavioral guidelines for peer educators. The Epilogue summarizes some post-training activities for ongoing improvement. (Contains 1 table, 2 exhibits, and 66 references.) (JDM)

ED 447 388 CG 030 497

Mitchell, James E.
Points of View: Stories of Psychopathology.
PUB DATE- 01
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Anxiety; *Counseling Psychology; *Counselor Training; Emotional Disturbances; Higher Education; *Personal Narratives; *Psychopathology; Self Control; Substance Abuse
IDENTIFIERS- Identity Disorders; Mood Disorders

This book is designed to provide students, at differing levels of experience and training, with examples that illustrate the problems individuals have with various psychopathologies. Stories are included to illustrate the key elements of psychopathology for these disorders, and are written from the point of view of both the individual who has the disorder and someone else in their environment. This approach illustrates how people with these disorders think and feel, as well as how those around them are responding. A total of 24 disorders are illustrated. The chapters in each section are devoted to one disorder and contain six subsections: (1) an introduction; (2) the diagnostic criteria; (3) the stories; (4) a discussion of stories; (5) questions; and (6) further readings on the diagnosis. Part One contains information on delirium, dementia, amnestic, and other cognitive disorders. Part Two discusses substance-related disorders. Part Three focuses on schizophrenia and other psychotic disorders. Part Four pertains to mood disorders. Part Five includes anxiety disorders. Part Six discusses somataform disorders. Part Seven concerns factitious disorders. Part Eight addresses dissociative disorders. Part Nine explores eating disorders. Part Ten includes impulse-control disorders. Part Eleven covers personality disorders. (Contains 330 references.) (JMD)

ED 447 389 CG 030 498

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Problems; *Caregiver Child Relationship; *Child Abuse; Children; Developmental Stages; Emotional Disturbances; *Foster Care; Intervention; Mental Health Workers; *Sexual Abuse; Sexuality

One of the greatest challenges in foster care is working with the increasing number of children who have been sexually abused or exhibit severe emotional and behavior problems. This book is intended as a practical guide with basic information and training tips for therapists and foster parents working with the sexualized child. It reviews research and clinical knowledge specifically relating to the sexualized child in foster care and the interventions that may be helpful in working with them. The developmental needs and normal sexual behavior of the preschooler, latency-aged child, and adolescent are all reviewed since clinical signs of sexual abuse appear slightly different in each of these groups. Chapter 1 discusses sexuality. Chapter 2 reviews what is normal sexual behavior. Chapter 3 presents the signs and symptoms of sexual abuse. Chapter 4 discusses assessment standards. Chapter 5 presents treatment options. Chapter 6 explains the sexually aggressive children in foster care. Chapter 7 considers the emotional factors for therapists working with these children. A resource section contains list of books; videos for children and adults; organizations that are available for abuse protection; and a list of assessment instruments. (Contains 66 references.) (JDM)

ED 447 408 CS 013 617

Konold, Timothy R.; Juel, Connie; McKinnon, Marlie
Building an Integrated Model of Early Reading Acquisition. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Emergent Literacy; Models; *Reading Ability; *Reading Achievement; Reading Research; *Student Characteristics

This study investigated children's profiles on four constructs fundamental to areas of children's early literacy acquisition: auditory processing, crystallized ability, processing speed, and short-term memory. These areas were measured using six tests: Memory for Sentences, Visual Matching, Incomplete Words, Sound Blending, Oral Vocabulary, and Listening Comprehension. Results were used to establish the most common reading profiles. Children within profiles were then compared to children in other profiles on various reading outcomes to determine which profiles were likely to be associated with reading success. Analysis led to six profiles, three of which were relatively flat (had equivalent scores across the different areas) and were labeled Above, Slightly Below, and Below Average Reading Ability. The remaining three profiles demonstrated average overall reading ability with strengths in one or more areas. Children with flat average profiles performed significantly worse overall than their average peers

Program Descriptions; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Tutorial Programs; *Tutoring
IDENTIFIERS- *Helping One Student To Succeed

This paper provides an overview of Helping One Student To Succeed (HOSTS), a language arts program that uses one-on-one mentoring to help low-achieving students improve reading and problem-solving skills. Goals of the program include improving academic achievement in reading; building student problem-solving skills; and improving student behavior, attitudes, and self-esteem. Program components include: (1) mentoring (a HOSTS student meets with a mentor 30 minutes per day at least 4 days a week); (2) professional development (extensive teacher training and access to a variety of implementation resources, to maximize the mentoring relationship); and (3) individual lesson plans (developed by a HOSTS-trained teacher using a HOSTS-designed database, and designed to address the student's developmental levels, learning styles, and the specific learning objectives to be achieved). In 2000, the program operated in 1,100 schools in 41 states, the District of Columbia, and El Salvador. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 430 CS 014 124

Invitations to Literacy.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Instructional Materials; *Language Arts; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research

This paper provides an overview of Houghton Mifflin's Invitations to Literacy, a commercially published, integrated reading/language arts program for use in K-6 classrooms. The program provides instructional resources that seek to: build on the foundation that students bring to school and foster home-school cooperation; hold all students to the same high standards and meet students' individual needs; introduce students to a variety of high-quality literature and "real-world" resources that increase their knowledge, understanding, and appreciation of themselves, other people, and the world they live in; and respect and appreciate the diversity of each learner. Invitation to Literacy's main components include: library materials, activity books, teacher materials, program assessments, bilingual materials, parent involvement, volunteer involvement, and computerized resources. Most schools adopting Invitation to Literacy select it as the core reading program, and it is typically implemented in all regular education classes in grades K-6. The program currently (year 2000) is used in approximately 9,000 schools across the country. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (Contains 11 references.) (SR) analyze preservice teachers' perceptions of the reflective thinking processes used during the required practicum. Of the 51 students enrolled in four sections of the 1999-2000 Practicum, 30 participated in post-class interviews regarding the self-assessment processes. Procedures were as in the earlier study. Major themes/topics which emerged were: there was an increase in confidence/comfort level; teacher feedback was helpful; self-assessment was valued; writing aided in self-assessment; and lack of teaching time negatively impacted the reflective thinking protocol process. Researchers are convinced that they should not abandon the reflective thinking expectations for their students and for themselves. Mean scores to the responses on the Likert Scale and themes that emerged in the interview data support this conclusion. (Appended are the interview guide, Likert Scale process, reflective thinking protocol, scripting notes, practicum checklist, evaluation conference discussion items, Likert Scale rating mean score, and procedures for analyzing qualitative data.) (HKA)

ED 447 451 CS 014 148

Manset, Genevieve; St. John, Edward P.; Simmons, Ada B.
Progress in Early Literacy: Summary Evaluation of Indiana's Early Literacy Intervention Grant Program, 1997-2000.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 00
NOTE- 31p.; Cover page varies. In collaboration with Choong-Geun Chung, David Gordon, Dodi Hodges, Leigh Kupersmith, Kim Mancil, Robert Michael, Glenda Droogsma Musoba, and Kimberly Worthington.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Early Intervention; Elementary Education; *Literacy; *Program Evaluation; *Student Improvement
IDENTIFIERS- Balanced Reading Instruction; Even Start; Impact Studies; *Indiana; Reading Recovery Projects; Success for All Program

The Indiana Department of Education (IDOE) has administered the Early Literacy Intervention Grant Program (ELIGP) since 1997. During the first 3 years of the program, about half of the state's elementary schools received funding through ELIGP, either through Reading Recovery or Other Early Literacy Interventions (OELI). This report summarizes the evaluation study of the impact of the ELIGP during those 3 years. The study reveals that Indiana's elementary schools have a balanced approach to early reading. The report cites specific findings and states that early literacy programs that are appropriately selected to serve student needs appear to improve student outcomes regardless of poverty levels. It finds that several types of funded programs (e.g., Success for All, Literacy Collaborative, First Steps, Reading Recovery, Even Start) and program features influenced literacy outcomes when the effects of other school characteristics that influence early reading were taken into account. The study identified common patterns of practice among the instructional and organizational features of early reading programs in Indiana's elementary schools, and the effect of these patterns of practice on early literacy outcomes was also examined. On the basis of findings, the report recommends that: the ELIGP should be continued with an emphasis on Reading Recovery and on comprehensive restructuring methods; continuing evaluation research on early literacy interventions can help improve efforts by the IDOE, school

C. Richards); "Getting to Know Story Characters" (Janet C. Richards and Joan P. Gipe); "KWLA: Linking the Affective and Cognitive Domains" (Thomas F. Mandeville); "Using Paragraph Frames to Complete a K-W-L" (Kathleen E. Weissman); "K-W-W-L: Questioning the Known" (Jan Bryan); "KWLQ: Inquiry and Literacy Learning in Science" (Patricia Ruggiano Schmidt); "K-W-L-S" (Arne E. Sippola); "Using K-W-L for Informal Assessment" (Patricia J. McAllister); "Teaching Nonfiction with the Shared Book Experience" (Jill E. Scott); "Using Graphic Organizers to Improve the Reading of Mathematics" (Stephania Braselton and Barbara C. Decker); "Beyond Retelling the Plot: Student-Led Discussions" (Claudia E. Cornett); "Modified Anticipation Guide" (Donna J. Merkley); "Circle of Questions" (Mary Beth Sampson; Michael R. Sampson; Wayne Linek); "Titling--Finding Names That 'Mean'" (Dorothy Grant Hennings and Gail McCreesh); "FINE" (Susan Spear); "Alice in Computerland: Using the Internet as a Resource for Teaching Reading" (Mary Jo Fresch); "The Electronic Journal: Combining Literacy and Technology" (Jane Sullivan); "Stuco-Slides Enhance Literacy and Content Learning" (Cindy Wilson); "Picturing Story: An Irresistible Pathway into Literacy" (Beth Olshansky); "Language Arts: A Success Story" (Mitzi Minnick Hook and Joyce Kirkpatrick); "From Script to Stage: Tips for Readers Theatre" (Aaron Shepard); "It Worked! Readers Theatre in Second Grade" (Sheri J. Forsythe); "Integrating Music, Reading, and Writing at the Primary Level" (Diane Langfitt); "Enhancing Stories through the Use of Musical Sound" (Fred Kersten); "Read with a Beat: Developing Literacy through Music and Song" (Gayla Kolb); and "Music and Children's Books" (Kathleen Jacobi-Kama). An appendix contains information about "Reading Online," an online journal of the International Reading Association. Individual papers contain references. (NKA)

ED 447 470   CS 014 178

Rasinski, Timothy V., Ed.; Padak, Nancy D., Ed.; Church, Brenda Weible, Ed.; Fawcett, Gay, Ed.; Hendershot, Judith, Ed.; Henry, Justina M., Ed.; Moss, Barbara G., Ed.; Peck, Jacqueline K., Ed.; Pryor, Elizabeth, Ed.; Roskos, Kathleen A., Ed.

Developing Reading-Writing Connections: Strategies from "The Reading Teacher."

PUB DATE- 00
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Classroom Techniques; Elementary Education; Instructional Effectiveness; *Language Arts; Learning Strategies; *Literacy; Preschool Education; Reading Instruction; *Reading Writing Relationship; Writing Instruction
IDENTIFIERS- Reading Teacher (Journal); *Trade Books

Using literature in the classroom yields rewards. Literature for children is being recognized as increasingly important in children's literacy development. The ideas, resources, and activities offered in this collection of 43 articles published in "The Reading Teacher" from 1993 to 1999 provide strategies that are engaging and effective for all students in developing the reading-writing connection. Articles included in the collection are: "A Checklist for Choosing Nonfiction Trade Books" (Peg Sudol and Caryn M. King); "Creating and Using a Database of Children's Literature" (Alice P. Wakefield); "On the readiness skills that provide the foundation for success. Learning to read and write is a struggle, particularly for those students who have not had a variety of experience with reading and writing prior to entering school. In an effort to increase the readiness skills of at-risk kindergarten students, a strategic intervention using a combination of multilevel reading and writing activities was implemented in the instructional curriculum. Although much of the curriculum is fashioned around the concepts of Hall and Cunningham, additional strategies provided daily supplemental activity. The intent was to determine to what extent the addition of writing exercises led to improvement of reading readiness in the targeted population. The results of this study conclude that students had improved letter recognition and phonemic awareness. Advancements in concepts of print, recognition of sight words, color words, in addition to an increased vocabulary were among the achievements. The participants demonstrated an increased enthusiasm toward reading and writing. Contains 2 figures of data. Appendixes contain the parent questionnaire and assessment instruments. (Author/RS)

ED 447 487   CS 217 283

Ediger, Marlow
Assessing Student Achievement in Spelling.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Elementary Education; *Evaluation Methods; *Spelling; *Spelling Instruction; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Spelling Growth

This paper analyzes different approaches to assess learner achievement in the spelling curriculum. The following topics are discussed: assessment of spelling and the basal textbook, using spelling words for mastery based on research, individualized spelling, use of spelling words in context, standardized spelling tests, and the functional approach of teaching spelling as needed. The paper considers special spelling programs in software packages, such as drill and practice programs, tutorial programs, and gaming. The paper points out that a quality spelling program stresses worthwhile objectives for students to attain and that learning opportunities need to provide for individual differences and assist learners to achieve vital objectives in spelling. (NKA)

ED 447 488   CS 217 284

Jones, Joanna R.
Developing a Teacher-Librarian Partnership in a Literature-Based Approach.
PUB DATE- 00
NOTE- 10p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Interprofessional Relationship; *Librarian Teacher Cooperation; Library Role;

Hartley, Marion
Parent Partnership in Literacy Education in the New Millennium: The Past, the Present, the Future.
PUB DATE- 00
NOTE- 20p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Literacy; Parent Attitudes; *Parent Participation; *Parent Teacher Cooperation; *Partnerships in Education; Professional Development; Teacher Attitudes; *Teacher Role
IDENTIFIERS- New Zealand; *Research Integration

It is widely recognized that parents play a vital role in education, particularly in the literacy development of their children. Related research literature indicates that in terms of parent partnership in literacy education in New Zealand, partnership arrangements in the past have been inconsistent, and literacy initiatives at times have been less than effective and disappointing to both parents and teachers. This paper discusses some of the research findings suggesting that much of the guidance offered parents include setting guidelines and parameters for participation in the classroom and for at home support, and the pivotal role of teachers in involving parents. The paper also discusses teacher perceptions of their students' cultural diversity and how the timing of current research studies coincided with a period of major curriculum implementation in New Zealand schools. Children's writing generally seemed to be an area of concern and confusion for parents. Concern was also voiced by a number of parents that teachers seemed to assume that they knew about some basics of early literacy development because they were parents, when in fact, they often did not know. The research supports the incidental and informal nature of interaction and partnership initiatives, and the key to effective parent partnership in literacy education in the future seems to be to develop a positive and constructive means of intervention and support. The paper lists a core of ideas for effective partnership and gives suggestions for program implementation. Also discussed are implications for teacher education and professional development. Contains 43 references. (NKA)

ED 447 508 CS 217 328

Ediger, Marlow
Assessing Handwriting Achievement.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Handwriting; *Skill Development; *Student Evaluation; *Teacher Role
IDENTIFIERS- Historical Background; *Legibility; Palmer Handwriting Method; Writing Quality; Zaner Bloser Method

Teachers in the school setting need to emphasize quality handwriting across the curriculum. Quality handwriting means that the written content is easy to read in either manuscript or cursive form. Handwriting achievement can be assessed, but

PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Communication Research; *Communication (Thought Transfer); Extracurricular Activities; Grade Point Average; Higher Education; Sex Differences
IDENTIFIERS- *Communication Styles

This study uses Norton's Communicator Style as an instrument to determine communication styles of college students in relation to grade point average (GPA), education level, extracurricular activity involvement, and gender. The communication styles eliciting more positive communicator images are also examined. The communication discipline benefits from this study because it involves a universal approach to understanding college students' successes. Based on this study's results, researchers could investigate the extracurricular activities that impact communication styles and vice versa. Contains 20 references and 8 tables of data. (Author/RS)

ED 447 529 CS 510 443

Smith, Patricia G., Ed.
Talking Classrooms: Shaping Children's Learning through Oral Language Instruction.
PUB DATE- 01
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Critical Thinking; Elementary Education; *English Instruction; English (Second Language); Linguistic Theory; *Oral Language; *Reading Skills; *Speech Skills; *Writing Skills
IDENTIFIERS- *Language Creativity; *Speech Print Relationship

This book offers a variety of viewpoints relevant to teachers and researchers who are interested in the practical application of the theory and philosophy behind oral language instruction. Through an assortment of international essays, the authors demonstrate the changing nature of children's talk in the writing circle, reading conference, English as a second language classroom, and round-table discussion, and they offer suggestions for activities and assessment. Chapters in this book are: (1) "Shaping Our Worlds: the Role of Oral Language in Children's Learning" (Patricia G. Smith); (2) "Theoretical Tools for Talk" (Susan Hill); (3) "Talking to Think, Learn, and Teach" (Bridie Raban); (4) "What's in YOUR Backpack? Exchanging Funds of Language Knowledge in an ESL Classroom" (Stacey King Medd and Kathryn F. Whitmore); (5) "Practical Suggestions for Supporting Speaking and Listening in Classrooms" (Dale Gordon); (6) "Shaping Conversations: Young Children's Philosophical Thought" (Gloria Latham); (7) "Creating Space for Sharing in the Writing Circle" (Frank Serafini, Rebecca Willey, and Jennifer Funke); (8) "Beyond the Words on the Page: The Reading Conference as a Forum for Language Development" (George Hunt and Brian Richards); (9) "Assessing Student Language Growth: Kirsten's Profile" (Patrick Griffin and Patricia G. Smith); and (10) "A Developmental Assessment Approach to Assessing and Reporting Students' Speaking Skills" (Margaret Forster). Individual chapters contain 200 references. (EF)

PUB DATE- 00
NOTE- 299p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Blacks; Body Image; Crime; Diversity (Institutional); Females; Higher Education; Hispanic Americans; *Journalism Education; *Mass Media Effects; Newspapers; Presidential Campaigns (United States); Programming (Broadcast); Sex Stereotypes; Television; Television Commercials; Victims of Crime
IDENTIFIERS- African Americans; Federal Communications Commission; Media Coverage; Spanish Language Only Television; Television News; Web Sites

The Minorities and Communication Division section of the proceedings contains the following 10 papers: "Gender Stereotypes and Race in Music Videos: Cultivating Unreality" (Helena K. Sarkio); "Copycats, Conspirators and Bigots: Themes in Southern, Northern and Western Newspaper Editorial Portrayals of the Black Church-Burning Crisis" (Sharon Bramlett-Solomon); "Pointing Fingers: Victim Blaming and News Coverage of African-Americans, Health and Public Policy in Two Major Metropolitan Newspapers" (Nicole Myeshia Mikel); "Race and the Praxis of Crime Reporting: A Narrative Paradigm for Portrayals of Deviance" (Craig Maier and Maggie Patterson); "Diversity in Local Television News: A Clogged Pipeline?" (Terry Anzur, Sheila Murphy and Mieke Schechter); "Television Network Diversity Deals and Citizen Group Action in 21st Century Broadcasting Policy" (George L. Daniels); "A Case Study of the Bush and Gore Web Sites 'En Espanol': Building Identification with Hispanic Voters During the 2000 New Hampshire Primary and Iowa Caucuses" (Maria E. Len-Rios); "Justifying the FCC's Minority Preference Policies" (Seung Kwan Ryu); "Media Messages and the Thin Standard: Are African-American Women Receiving the Same Messages?" (Laura I. Collier); and "What a Difference a Channel Makes: Commercial Images in General Market v. Spanish-Language Television" (Jami Armstrong Fullerton and Alice Kendrick). (RS)

ED 447 551 CS 510 468

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Mass Communication and Society Division.
PUB DATE- 00
NOTE- 374p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Health; Content Analysis; Crime; Economic Factors; Family Structure; Foreign Countries; Higher Education; *Journalism Education; Journalism Research; *Mass Media Effects; Mergers; Newspapers; Periodicals; Political Campaigns; Programming (Broadcast); *Television; Violence
IDENTIFIERS- Clinton (Hillary Rodham); Economic Literacy; Korea; Letters to the Editor; Media Coverage; Michigan; Political Advertising; *Year 2000 (Programming)

The Mass Communication and Society Division section of the proceedings contains the following 12 papers: "Retreads: Recycling American Prime Time Television for Fun and Profit" (Chad Dell); "Partisan and Structural Balance of Election agreements, under the rationale that private schools must comply with federal regulations; and (5) applying the Wisconsin Pupil Nondiscrimination Act to private choice schools. Wisconsin's experience provides five key lessons for choice proponents: (1) realize that opponents will consistently use threats of regulation; (2) form strong, vigilant, unified choice coalitions to prevent these efforts; (3) beware of accountability proposals; (4) fight misinformation aggressively; and (5) support well-designed choice legislation which prevents challenges. (Contains 62 citations.) (TEJ)

ED 447 570   EA 030 720

Schug, Mark; Western, Richard
Standards-Based Education Reform in Wisconsin: What It Will Take To Make It Work.
PUB DATE- 00
NOTE- 36p.; For other volumes of this report, see EA 030 719 and EA 030 721.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Achievement Tests; Curriculum Design; Curriculum Development; *Educational Policy; Educational Testing; Elementary Secondary Education; Evaluation; *Evaluation Research; Lobbying; *State Standards; Testing Programs
IDENTIFIERS- *Wisconsin; *Wisconsin Student Assessment System

Standards-based reform activity dominated K-12 education during the 1990s, reflecting a consensus that improving learning requires state-level curricular standards and examinations. Opponents argue state-imposed standards and tests overly burden districts, degrade teaching and learning, suffer from numerous technical problems, and have failed to improve achievement. These concerns have been raised by opponents, particularly parents, of Wisconsin's Model Academic Standards and Student Assessment System (WSAS), and lobby groups succeeded derailing early plans for a high school graduation test. Despite opposition, efforts to implement standards-based initiatives are impressive, and interview data from 50 Wisconsin school districts indicate curriculum directors view them favorably. While acknowledging technical problems and teacher resistance, these directors report the initiative compels teachers to engage in curriculum analysis and revision and to focus attention of improving teaching and learning. The standards-based movement has shown potential for improving teaching and learning, but unnerves many, causing about half of curriculum directors to doubt the initiative can be sustained. Sustaining the effort requires addressing current shortcomings and may necessitate changes in K-12 governing structures. The governor should authorize the Council on Model Academic Standards to coordinate and oversee efforts to improve the initiative, including commissioning a comprehensive review of standards, describing and disseminating model state curricula reflecting these standards drawn from best practices, and developing and implementing a statewide system of "value-added" assessment. To provide a governance structure in which policy initiatives can survive on their merits, Wisconsin should abolish the Department of Public Instruction and establish a semi-autonomous Board of State Governors for K-12 education. (Contains 25 references.) (TEJ)

ED 447 571   EA 030 721

for vouchers or other plans to subsidize the costs of private schooling. An important but sometimes overlooked issue in the school-choice debate is how private schools might change if they accepted government support. Some lessons can be found in the experiences of other industrialized nations. Many nations in Europe and elsewhere have long provided government aid to private elementary and secondary schools, including religious schools. These countries have already faced such questions as whether to regulate private schools and how to hold them accountable for public funds. To see what the United States might learn from them and to stimulate further discussion, the Center on Education Policy reviewed information from research studies, government documents and other sources about private school funding and regulation in 22 nations. It found that when private schools accept significant levels of public funding, they usually must comply with a rather high degree of government regulation. (DFR)

ED 447 590 EA 030 749

Vrabel, Debra
Reference Guide to Continuous Improvement Planning for Ohio School Districts.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Leadership; Learning Experience; *Planning; Public Schools; *Student Improvement
IDENTIFIERS- *Ohio

This reference guide was created for district leaders and teams who are preparing for or engaging in planning for continuous improvement. It combines basic information about continuous-improvement planning with questions, examples, activities, and worksheets that can enrich planning by helping participants explore ideas, analyze data, and make decisions. It draws upon a number of external sources, as well as from some of the Ohio Department of Education's previous publications. It also makes use of what has been learned from visiting and interacting with educators in school districts across Ohio. Its purpose is to help school districts produce formal written plans that can become the basis for making effective planning an integral part of how they approach needs, problems, and opportunities. The guide is based on the assumption that a well-designed plan is the framework for a continuous process of gathering data, evaluating results, and making necessary changes. (Contains 13 references.) (DFR)

ED 447 591 EA 030 750

Fager, Jennifer; Brewster, Cori
Making Positive Connections with Homeschoolers. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Counselor Client Relationship; *Deafness; Interpersonal Communication; *Machine Translation; *Manual Communication; *Optical Data Disks; Sign Language; Surveys; *Vocational Rehabilitation

This project examined whether there is a lexicon of messages commonly used by vocational rehabilitation (VR) counselors with deaf clients that might be stored digitally on a CD-ROM disk with the eventual purpose of developing a voice-to-sign translation system to facilitate communication between hearing and deaf individuals. Surveys of counselors and reception personnel from 34 VR offices were analyzed, and a set of commonly used messages was identified. Messages were evaluated for length, complexity, and evidence of enabling/disabling language. Ninety-three percent of the total messages (N=1080) identified contained no references to enabling or disabling language. Examination of the remaining 88 messages revealed only three instances of "disabling language". Calculations indicated that it is feasible to create a computer program to translate voice or text input to manual signs. Results suggest the inclusion in such a disk of 125 commonly used messages and 120 individually signed words. Development of computer strategies to implement recommendations is discussed. (Contains 16 references.) (DB)

ED 447 611 EC 308 100

Thurlow, Martha; House, Allison; Boys, Chris; Scott, Dorene; Ysseldyke, James
State Participation and Accommodation Policies for Students with Disabilities: 1999 Update. Synthesis Report 33.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Curriculum Design; Decision Making; *Disabilities; *Educational Assessment; *Educational Testing; Elementary Secondary Education; Evaluation Methods; *Individualized Education Programs; Scheduling; *State Programs; Student Evaluation; *Student Participation; Test Format; Testing Problems
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report summarizes 48 states' current policies on the participation of students with disabilities in large-scale assessments and the accommodations noted in state policies as available for those students. In developing the summary, changes in state assessment policies were also checked. Charts in the report provide information on presentation accommodations, response accommodations, scheduling accommodations, setting accommodations, and standard versus nonstandard assessments. Results from the review indicate: (1) state participation and accommodation policies continue to rely on the Individualized Education Program (IEP) teams to make decisions; (2) there has been a decrease in attention to the type of disability and an increase in attention to curricular activity or matching assessment to the course content; (3) additional testing options have become widely available, with many states allowing partial participation in testing; (4) a significant change for state policies is the addition of accommodation criteria that help IEP teams to make more communicative efficacy. The report proposes a universal data logging format for AAC to allow researchers and clinicians to maximize communication rate through an analysis of error types and machine latency patterns and to facilitate comparisons among different AAC approaches by quantifying cross-interface variations in production efficiency. The log file is structured such that only those parameters appropriate to a particular situation need be recorded. The log file consists of three parts: a header that specifies the content and format of the individual log file entries, a body consisting of an arbitrary number of new line-separated log file entries, and an optional analysis section containing device-generated statistics on logged data. Examples of the fields that could be contained in the log file are provided. The report closes with a discussion of how this new standard, when combined with the Augmentative Communication Quantitative Analysis package written for Microsoft Windows, promises to open new possibilities for the quantitative assessment of AAC technologies. (CR)

ED 447 630   EC 308 119

Biderman, Beverly
Turned On: Cochlear Implants for Deaf and Hard-of-Hearing Persons.
PUB DATE- 98
NOTE- 8p.; Paper presented at the California State University Technology and Persons with Disabilities Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); Attitudes toward Disabilities; Children; *Cochlear Implants; *Deafness; *Eligibility; *Hearing Aids; *Hearing Impairments; *Performance Factors; Resistance to Change
IDENTIFIERS- *Deaf Culture

This first-person account discusses how a cochlear implant has allowed an individual with deafness to hear. It describes how cochlear implants function, the development of cochlear implants and who can benefit from the implants and to what extent. It also discusses how well people can hear with a cochlear implant. Factors strongly associated with success with an implant, such as duration of profound deafness and motivation, are addressed. The second part of the paper discusses opposition to cochlear implants by individuals with deafness who believe the implants are an insult and a threat to their culture. The devices, according to these opponents, represent a condemnation of deafness and an attempt to fix something that they do not consider in need of fixing. Historical reasons for the opposition to cochlear implants are explored, and the need for support groups of individuals with cochlear implants is urged. The final part of the paper discusses future advances and upgrades of cochlear implants. (Contains 11 references.) (CR)

ED 447 631   EC 308 120

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Tonasket, Washington, School District.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 31p.

Approaches. College of William & Mary Center for Gifted Education.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 218p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142. Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; *College School Cooperation; *Education Work Relationship; *Educational Planning; Elementary School Students; Intermediate Grades; Mentors; Parent Education; Program Design; Secondary Education
IDENTIFIERS- Virginia

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the unique approaches models: "Focusing on the Future: A Career and Academic Learning Experience for Gifted Students in Grades 6-12 and Their Parents." Developed by the Center for Gifted Education at the College of William and Mary, this program offers all-day career and academic planning activities to secondary gifted students. The students are given opportunities to interact with professionals in varied fields and parents are informed about career-oriented academic planning. Student career workshops in the humanities and social sciences, art, mathematics, science, and technology are led by college faculty or professionals. Parent sessions include topics such as developing children's critical thinking skills, encouraging girls in math and science, and the social and emotional needs of gifted students. The information packet includes a program overview, agendas for the different sessions, session materials, registration forms, a videotape, and relevant articles. (CR)

ED 447 649 EC 308 138

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Executive Internship Program (Pinellas County Schools, Florida).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 60p.; For related gifted education/school-to-work documents, see EC 308 120 and EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; Education Work Relationship; *Experiential Learning; High Schools; *Internship Programs; Leadership Training; Partnerships in Education; Program Design; *School Business Relationship
IDENTIFIERS- Florida

The National School-to-Work Office in collaboration with the playgrounds from the original inspiration to the final work day. It covers the planning approach, including community meeting management, committee development, safety issues, equipment options, funding, site selection, and communication topics. Also addressed are publicity and putting the entire plan into action. Appendices present a playground design game, handmade equipment layout planning, and a case study of the design process. (GR)

ED 447 669 EF 005 767

Allen, Robert L.; Bowen, J. Thomas; Clabaugh, Sue; DeWitt, Beth B.; Francis, JoAllen; Kerstetter, John P.; Rieck, Donald A.
Classroom Design Manual. Third Edition.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Classroom Design; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Guidelines; Public Schools
IDENTIFIERS- Building Codes

This manual identifies the essential design elements of modern, high quality learning environments and includes discussions on facility programming, management, utilization, evaluation, and planning for future technology. Classrooms examined include general purpose classrooms, lecture halls, seminar rooms, and specialized classrooms such as distance education and interactive video classrooms. Separate guidelines are presented for each classroom type. The manual also explores the use of technology in classrooms, discusses a team planning approach to programming for classroom design, offers advice on equipment security and on meeting accessibility regulations, and provides practical applications for surveying classrooms using illustrative checklists. Appendices contain designing issues involving accessibility under the Americans with Disabilities Act; regulations, codes, and compliance agencies; a bibliography of books and articles on classroom design; a list of professional organizations involved in facility design; the authors' biographies; and photos of sample classroom designs. (GR)

ED 447 670 EF 005 770

General Design Brief for Post-Primary Schools.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Design; Foreign Countries; Guidelines; *Interior Design; *Planning; Public Schools; *School Expansion; Secondary Education

This design brief contains general information on school design; room functions, layouts, and area interrelationships; planning procedures; and costs intended for use by design teams and school authorities when planning new schools and extensions. It covers plan development and design philosophy and presents a series of design guidance notes for the building environment,

Native Speakers; Program Descriptions; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- France; United Kingdom

This book analyzes an intercultural project undertaken by French and English 14-year-olds based on an exchange of materials created by the pupils and focused on the topic of law and order. The project was based on a view of learning as a dialogic process in a more meaningful way than is often the case in foreign language classrooms. Chapter 1 provides a comprehensive overview of what is meant by dialogic learning and how this specifically refers to language and culture. Chapters 2 and 6 focus on the project itself and give a description of what took place and consideration to how such a project might be realized in the current educational climate in England and France. Chapters 3, 4, and 5 provide cultural perspectives on the materials produced, including an in-depth analysis of the texts; investigation of possible external textual influences; and an analysis of the pupils' comments in interviews about the project, which allows access to their images of law and order and their views of the intercultural activities in which they were participating. Chapter 7 is a conclusion, explaining the dialogicality of the products, process, and the project. An index, 173 references, various diagrams and illustrations, and 6 appendices are included. (KFT)

ED 447 695 FL 026 471

Brown, Steven
Teaching Listening Comprehension at the Turn of the Century.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Three Rivers Teachers of English to Speakers of Other Languages Conference (Pittsburgh, PA, October 14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Book Reviews; *English (Second Language); *Listening Comprehension; *Literature Reviews; Second Language Instruction; Second Language Learning; Teaching Methods

This brief paper focuses on where the Teaching of English to Speakers of Other Languages (TESOL) field has been and where it is going regarding the studying and teaching of listening comprehension. It reviews in some detail a few of the leading texts in the field: "Building Strategies" by Abbs and Freebairn (1979); "English Firsthand: Gold Edition," Books 1 and 2 by Helgesen, et al. (1999); and the three-book "Active Listening" series by Helgesen et al., "Building Skills for Understanding," "Introducing Skills for Understanding," and "Expanding Understanding through Content" (1994, 1995, and 1996 respectively). A number of other books are also mentioned in the course of discussing these featured texts and in their own right. (Contains 20 references.) (KFT)

ED 447 696 FL 026 472

Reynolds, Kate Mastruserio
ESL Learners' and Tutors' Expectations of Conversational Participation, Roles, and Responsibility.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

systems in the United States with those in other countries, and where additional information can be found. Thirteen sources of additional resources are provided. (KFT)

ED 447 714 FL 026 494

Lindholm-Leary, Kathryn
Biliteracy for a Global Society: An Idea Book on Dual Language Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Culturally Relevant Education; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Immigrants; Language Minorities; Limited English Speaking; Multicultural Education; Politics of Education; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Biliteracy; Two Way Bilingual Education

This document asserts that dual language education is a program that has the potential to promote the multilingual and multicultural competencies necessary for the new global business job market while eradicating the significant achievement gap between language majority and language minority students. The appeal of dual language programs is that they combine successful educational models in an integrated classroom composed of both language majority and language minority students, with the goals of bilingualism and biliteracy, academic excellence for both groups, and multicultural competencies. Topics covered include the following: the educational needs of students in the global economy, dual language education programs and their key features, the three research-based premises underlying dual language education (a second language is best acquired by language minority students when their first language is firmly established and that a second language is best developed by language majority children through immersion in that language; knowledge learned through one language paves the way for knowledge acquisition in the second language; students need to reach a certain level of native language proficiency to promote higher levels of second language development and bilingual proficiency), different dual language education models, the effectiveness of dual language education programs, and considerations in their implementation. Results demonstrate that the model works because students learn the communications skills and multicultural competencies to work on multicultural teams--the kind of skills prized in a global economy. Dual language education is not a panacea; variations in outcomes demonstrate the importance of carefully planned programs, well-trained teachers, strong leadership, and administrative support. (KFT)

ED 447 715 FL 026 495

Rosenthal, Marilyn, Ed.
ESL Magazine, 2000.
PUB DATE- 00
NOTE- 195p.; Also edited by Kathleen R. Beall.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

appendix with full-size line drawings depicting various occupations, items, and activities. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 732 FL 801 412

Learning Disabilities and Spanish-Speaking Adult Populations: The Beginning of a Process. Report on the State Directors of Adult Education Conference (San Antonio, Texas, April 10-11, 2000).
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Developmental Disabilities; *Diagnostic Tests; *Disability Identification; Dyslexia; *English (Second Language); *Learning Disabilities; Limited English Speaking; Neurological Impairments; Screening Tests; Second Language Instruction; Second Language Learning; *Spanish Speaking
IDENTIFIERS- McCarron Dial Work Evaluation System; Neuropsychological Measures; Stanford Binet Intelligence Scale Fourth Edition; Woodcock Language Proficiency Battery; *Woodcock Munoz Language Survey

This report is designed for use by policymakers and practitioners involved in issues of adult education, welfare reform, and employment training programs. The driving concerns of this report are issues associated with Spanish-speaking adults who are at risk for having learning disabilities. The focus on adults is critical, because such issues as diagnostic requirements and services available are very different for adults with disabilities than for children with disabilities. The ultimate goal of this project is to provide a means to enable persons with disabilities to successfully achieve self-sufficiency through education and work. To develop the needed tools for this effort, a 6-phase project was designed, and this report focuses on the first two phases: reaching a consensus among experts on diagnostic processes for Spanish-speaking adults to determine the presence of learning disabilities (LD); and determining from the existing screen instruments in Spanish which ones should be field-tested to for validity for predicting LD in Spanish-speaking adults. Several specific tests and types of tests are discussed at length. The report is divided into seven sections providing acknowledgements, an executive summary, an introduction, a conference overview, the notes of concern of some participants, findings on the diagnostic process, and screening tool recommendations for field tests. Seven appendices provide details on learning disability definitions, current diagnostic procedures, GED testing requirements, lists of conference participants and project staff. 52 references. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 733 FL 801 413

Smith, Sandra; Gonzales, Virginia
All Health Plans Need CLAMS: Culturally and Linguistically Appropriate Materials for Diverse Populations Can Overcome Language Barriers to Effective Treatment.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

PUB DATE- 99
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Programs; Continuing Education; Developed Nations; Developing Nations; *Distance Education; *Educational Policy; *Educational Practices; Foreign Countries; Higher Education; International Cooperation; *Open Universities
IDENTIFIERS- Africa; Asia; Australia; Europe; European Communities Commission; North America; South America; South Pacific; West Indies

This book reports on the expansion of open and distance learning during the past decade, examining ways in which open and distance learning for higher education has responded to the needs of the new society, and summarizing the lessons of recent practice for policymakers and educators. After an introductory chapter, "Open and Distance Learning for the New Society" (Keith Harry, Hilary Perraton), the six chapters of Part 1 ("Themes") are the following: "The Internationalization of Higher Education" (Denis Blight, Dorothy Davis, Alan Olsen); The Impact of Telecommunications" (Robin Mason); "Professional Reflective Practice and Lifelong Learning" (Patrick Guiton); "Flexible Learning and University Change" (Louise Moran, Brittmarie Myringer); and "The Costs of Distance Education (Thomas Hulsmann). Part 2 ("Regions") contains 15 papers organized by the regions of Africa, America, Asia, Europe, and Oceania: "Cooperation, Competition or Dominance: A Challenge in Southern Africa" (Tony Dodds, Evelyn Nonyongo, Jenny Glennie); "The Open University of Tanzania" (Geoffrey Mmari); "The University of the West Indies" (Ed Brandon); "Distance Education in Latin America: Growth and Maturity" (Fabio Chacon); "University Distance Education in Canada" (Douglas Shale); "The Bangladesh Open University: Mission and Promise" (Greville Rumble); "Distance Education in China" (Xingfu Ding); "The Open University of Hong Kong" (David Murphy, Yvonne Fung); "Developments, Networking and Convergence in India" (Santosh Panda); "Contemporary Distance Education in Taiwan" (Hung-Ju Chung); "Distance Education in Central and Eastern Europe" (Andras Szucs, Janet Jenkins); "Western Europe" (Hans-Peter Baumeister); "The European Commission and Open and Distance Learning" (Corinne Hermant-de-Callatay); "Distance Education in Australia" (Bruce King); and "The South Pacific: Kakai Mei Tahi" (Claire Matthewson, Ruby Va'a). The book concludes with an afterword, "Open Learning and/or Distance Education: Which One for What Purpose?" (John Daniel). Individual papers contain references. (KC)

ED 447 263   CE 080 634

Kiziah, J. Elaine
Bridging the Gap: A Career Workshop Informed by Vocational and Organizational Theory.
PUB DATE- 00
NOTE- 15p.; Poster presentation at the Global National Career Development Conference (9th, June 22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Career Development; Career Planning; Demography; Education Work Relationship; Employee Attitudes; *Employer Employee Relationship; Individual Characteristics; *Intervention; *Labor Turnover; *Mentors;

Perry, Pauline
Culture at the Crossroads: The Education of Women. Is There a Future for Women's Colleges in the New Millennium?
PUB DATE- 00
NOTE- 9p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Developed Nations; Educational Needs; Educational Philosophy; *Educational Practices; *Educational Trends; Females; Foreign Countries; Futures (of Society); Higher Education; Labor Force Development; Role Models; *Sex Differences; *Single Sex Colleges; *Womens Education
IDENTIFIERS- England

In all societies, there is a new interest in the education of women, their role in society, and their place in the economy. Western societies have moved away from single-sex education in the past few decades, but recent research and experience has begun to highlight again the value of single-sex colleges and schools. Changes in working patterns and in the structure of a modern economy have created a demand for a fully educated workforce of men and women capable of contributing to a knowledge-based economy. The enhanced status of women in work and the professions has exacted a high price in terms of the stress on individual women and families. New ways must be found to educate women in ways that help them make a full contribution in the economy, without losing their traditional feminine strengths. Single-sex women's colleges have a particularly strong contribution to make, recognizing the distinct pattern of women's lives and offering role models of success to give confidence and self-esteem to women. Women and girls perform better in key subjects like math, science, and technology when they study alongside other women. Men and boys also should have a choice of single-sex education if they so desire. (KC)

ED 447 280 CE 080 906

Maurer, W. Douglas
Universal Education: A Goal for the 21st Century.
PUB DATE- 00
NOTE- 17p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Developed Nations; Developing Nations; Economic Development; Educational Development; Educational Needs; *Educational Objectives; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Government Role; *Literacy; Literacy Education; Outcomes of Education; Policy Formation
IDENTIFIERS- *National Development

Computer Oriented Programs; Computer Uses in Education; Curriculum Development; Data Analysis; *Decision Making; Decision Making Skills; Decision Support Systems; Higher Education; *Internet; Lifelong Learning; Management Development; Policy Formation; Professional Continuing Education; Public Administration Education; Public Policy; Skill Development; *Spreadsheets; *Statistical Analysis; Statistical Data; Student Projects; Summer Programs; *Technical Education; Technological Advancement; Thinking Skills; Workshops

IDENTIFIERS- Harvard University MA; *Mathematical Thinking; University of Arizona

Decision makers have always relied on a mixture of qualitative and quantitative information. Recently, two technological tools--spreadsheets and the Internet--have dramatically altered how decision makers analyze quantitative information, thus necessitating curriculum changes in programs to prepare students to use these tools effectively. Harvard and the University of Arizona have each developed new courses to help the next generation of decision makers master the numerical methods and data interpretation techniques required to analyze the increasing amounts of quantitative information available to decision makers in government and elsewhere. Both courses share a common philosophy and use similar tools, and both courses are driven by projects that allow students to use these tools in the context of a realistic decision. However, each course serves very different students. The Harvard course is part of a summer program that is an introduction to the Kennedy School of Government's master's program in public administration. It is targeted toward mid-career students who have extensive practical experience but have not studied mathematics recently. In contrast, the Arizona program is offered to undergraduate business majors through the department of mathematics. (MN)

ED 447 296   CE 080 930

Hinchcliff, John

The Globalisation of Education.

PUB DATE- 00

NOTE- 12p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Cultural Exchange; Cultural Pluralism; Culturally Relevant Education; *Educational Change; Educational Cooperation; Educational Environment; Educational Needs; Educational Objectives; Educational Practices; Educational Principles; Educational Trends; Foreign Countries; *Global Approach; Higher Education; International Cooperation; *International Educational Exchange; Learning Theories; Needs Assessment; Program Development; Program Improvement; Student Centered Curriculum; *Technical Education; Technology Education; *Transformative Learning; Trend Analysis; Universities

IDENTIFIERS- *Auckland University of Technology (New Zealand); Global Economy; Globalization

Advances in communications and increased international travel have necessitated that learners in New Zealand and elsewhere be integrated into the global educational community. Globalization faces numerous challenges and dangers, including the following:

levels of performance) and mandating sanctions for failure to meet state and local performance measures, national comparability of performance data, reports, and state evaluations. It considers two required AEFLA performance measures: indicators of performance and levels of performance. These requirements of the Perkins Act are discussed: core indicators of performance, additional and existing indicators of performance, state adjusted levels of performance, improvement plans and sanctions, annual report, and national activities. Section 3 discusses comparability of data elements and definitions and barriers to the implementation of the acts. Two matrixes compare the data requirements and definitions contained in the acts. (YLB)

ED 447 313   CE 080 956

Armstrong, Paul; Hughes, Maria
Developing Skills: Realistic Work Environments in Further Education. FEDA Reports.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Cost Effectiveness; Developed Nations; Education Work Relationship; Educational Benefits; Educational Research; Foreign Countries; Postsecondary Education; *Student Experience; Vocational Education; *Work Environment; *Work Experience Programs
IDENTIFIERS- Great Britain

To establish the prevalence and perceived value of realistic work environments (RWEs) in colleges and their use as learning resources, all further education (FE) sector colleges in Great Britain were surveyed in the summer of 1998. Of 175 colleges that responded to 2 questionnaires for senior college managers and RWE managers, 127 had at least 1 RWE and, on average, each responding institution had three RWEs. Long-established RWEs in catering, hair-dressing, and beauty therapy were still the most common; secretarial and reception services were strong; and newer RWEs in tourism and theater reflected an increase in jobs. Almost two-thirds of RWEs had existed for five years or longer; fewer than 5 percent were less than one year old. RWE customers were almost evenly divided between local residents and college staff or students. Nearly half of RWEs provided training and assessment opportunities for more than 50 students per week, others for fewer than 20. The mean number of staff in an RWE was seven. Student benefits were assessment opportunities, motivation, skills development, and experiencing the transition between education and working life. Major concerns were resourcing issues and striking a balance between offering the service as an enterprise and using it as a training resource. Senior managers valued service provision over income generation. Other concerns were continuity of service and working to capacity. (YLB)

ED 447 314   CE 080 957

Barnard, Jane; Thompson, Julie
Evaluating ICT Information and Communications Technology Projects and Strategies in Teaching and Learning.
PUB DATE- 00
NOTE- 51p.; CD-ROM not available from ERIC. Produced with Jill Attewell.
LANGUAGE- English

NOTE- 38p.; Funded by a Fund for the Advancement of Service Learning grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Agency Cooperation; Agency Role; *Community Coordination; *Cooperative Planning; *Cooperative Programs; Guidelines; *Institutional Cooperation; Integrated Services; Nonprofit Organizations; Participative Decision Making; Public Agencies; Service Learning; *Shared Resources and Services; Social Agencies
IDENTIFIERS- *Corporation for National Service

This booklet discusses the collective power of collaboration among the three agencies that compose the Corporation for National Service (AmeriCorps, Learn and Serve America, and the National Senior Service Corps) and introduces the reader to a process of collaboration intended to strengthen existing services and to create new and higher-quality service programs. The process described includes orating, networking, coordination, cooperation, and collaboration. Motivating factors covered include the need to maximize the use of resources and the need to work together in order to integrate system strengths, while barriers to the process include turf problems, lack of incentives, and the possibility of increased workloads. The section describing the PERC (Planning Effectively for Resource Collaboration) method of implementing collaboration covers assessment of needs, analysis of assets and priorities, fission (examining all the 'parts' needed), and fusion (pulling it all together). The booklet also shares a "converging streams" success story and provides suggestions for next steps and a list of eight resource organizations. (KC)

ED 447 331 CE 080 978

Weatherford, Carol G.
Tales That Teach: Children's Literature and Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 00
NOTE- 41p.; Funded by a Fund for the Advancement of Service Learning grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Childrens Literature; Elementary Secondary Education; Influences; *Picture Books; Postsecondary Education; *Service Learning; *Story Reading; *Story Telling; Student Participation; Student Volunteers; *Teaching Methods; *Volunteer Training

This guide takes illustrated children's literature into the world of service learning (positing that when these two are joined, learning opportunities open up) and suggests how teachers can enhance students' service learning experiences with children's literature. Topics covered in the nine short sections of the guide include telling stories, the power of children's literature, from womb to tomb (how stories affect readers or listeners at various ages), learning about service learning, assessment and recognition of nonformal learning as tools for quality improvement; (3) the diverse approaches of the Nordic countries; (4) the National Vocational Qualifications approach in the United Kingdom, Ireland, and the Netherlands; (5) the "opening up" of diplomas and certificates in France and Belgium; and (6) EU-level initiatives. The review established that, during the past few years, most EU member states have begun emphasizing the crucial role of learning that occurs outside of and in addition to formal education and training. This emphasis has led to an increasing number of political and practical initiatives that have in turn gradually shifted the issue from the stage of pure experimentation to that of early implementation. (The bibliography lists 62 references. A glossary is appended.) (MN)

ED 447 348   CE 081 012

Apprentices and Trainees in Australia, 1985 to 1999. At a Glance. Australian Apprentice & Trainee Statistics.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; Building Trades; Clerical Occupations; Comparative Analysis; Education Work Relationship; Educational Attainment; Educational Change; *Educational Finance; Educational Objectives; Educational Trends; Employment Patterns; Employment Projections; Enrollment; Enrollment Rate; *Enrollment Trends; Financial Support; Foreign Countries; Labor Force; Manufacturing Industry; *On the Job Training; *Outcomes of Education; Paraprofessional Personnel; Professional Occupations; Program Costs; Public Education; Semiskilled Occupations; Service Occupations; Skilled Occupations; Tables (Data); Technical Occupations; Trainees; Trend Analysis; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia

According to data regarding apprentices and trainees in Australia in 1985-1999, the number of apprentices and trainees in Australia reached a record level of 256,000 in June 1999 (versus 172,800 in 1990). Apprentices and trainees undertaking training at Australian Qualifications Framework level III or higher for more than 2 years accounted for approximately 50% of those in training in 1999. As of June 30, 1999, 2.0% of Australia's residents aged 15-64 years were either apprentices or trainees. The number of apprenticeships and traineeships in the traditional trades increased from 120,200 in June 1995 to 130,700 in June 1999. Between June 1997 and June 1999, apprenticeships and traineeships in intermediate and clerical sales and service occupations increased by 131%; those in elementary clerical sales and service occupations increased by 427%; those in intermediate and transport occupations increased by 259%; and those in the occupation of laborer and related occupations increased by 158%. In 1997, 1998, and 1999, operating expenditures of Australia's publicly funded vocational education and training (VET) system totaled approximately $3.95 billion (versus $3.2 billion in 1995 and $3.5 billion in 1996). Although funding for Australia's New Apprenticeships program is considerable, it represents a small component of VET operating expenses. (Ten tables/figures are included.) (MN)

ED 447 367   CG 030 446

Yoo, Sung-Kyung
Individualism-Collectivism and Tolerance of Stigma Associated with Help-Seeking among Koreans.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counseling; Foreign Countries; *Help Seeking; Higher Education; *Individualism
IDENTIFIERS- Collectivism; *South Korea; *Stigma

This paper discusses a study that attempted to better understand the tendency to stigmatize help-seeking among Koreans. Specific research questions investigated were: Is there a relationship between individualism-collectivism and tolerance of stigma associated with help-seeking among Koreans? Is there a difference in tolerance of stigma associated with help-seeking after a counseling experience? and Is there a difference in tolerance of stigma associated with help-seeking between a community sample (n=192) and a college student sample (n=151) in Korea? Results suggest that the higher the level of vertical individualism people exhibit, the less tolerant they are of the stigma associated with seeking psychological help. Also results show a significant inverse relationship between vertical-individualism and tolerance of stigma associated with help-seeking in the college student sample, but no significant relationship between individualism-collectivism and tolerance of stigma associated with help-seeking in the community sample. There were no significant differences in the degree of tolerance of stigma associated with psychological help in the two samples. Implications of these findings for counseling are discussed. (Contains 24 references.) (MKA)

ED 447 368   CG 030 453

Hettich, Paul
Transition Processes from College to Career.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Conference of the American Psychological Association (108th, August 4-8, 2000, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Planning; *College Graduates; Competence; Culture; *Education Work Relationship; Educational Objectives; *Employment Patterns; Higher Education; Intelligence; Relevance (Education)

The transition from college to career is one of the most challenging jobs an individual will experience. This is particularly true for students who have limited work experience. The fact that 50-80% of new college graduates leave their first job within three years may be due to poor career planning and problems inherent in the college-to-work transition. Four dimensions can be considered to influence this process: (1) college versus corporate culture; (2) cognitive development; (3) "successful" and "emotional" intelligence; and

Schuh, John H.; Upcraft, M. Lee
Assessment Practice in Student Affairs: An Application Manual. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 510p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; *Evaluation Needs; Focus Groups; Higher Education; Institutional Evaluation; *Organizational Effectiveness; *Performance Based Assessment; Standards; *Student Personnel Services; Student Personnel Workers; Surveys

Colleges and universities have come under increasing pressure from various constituencies to demonstrate their effectiveness in measurable terms and to justify their existence in an era of declining resources. A critical element in meeting these demands is a systematic and comprehensive approach to assessment, which demonstrates the effectiveness of student affairs services, programs, and facilities. This publication gives readers the context within which to view assessment, along with some practical tools for developing selected instruments. Part One leads off with two chapters that summarize an approach to assessment and provide the steps in the assessment process. Part Two explores qualitative assessment methodologies, and includes a chapter on how to conduct focus groups. It also discusses quantitative methodologies, and compares locally developed and commercially developed quantitative instruments. It provides information on data collection and analysis; and includes a discussion on mailed questionnaires, telephone surveys, and Web-based surveys. Part Three delves into more specifics including assessing needs; satisfaction; outcomes; environments; cost effectiveness; and accreditation. It also covers several specialized assessment studies, including assessment dropouts, alumni, and group educational programs. Part Four focuses on assessing selected student services and programs such as first-year programs; recreation programs; financial aid; admissions; residence life; college unions; health services; career services; counseling services; judicial affairs; and Greek life. Part Five considers additional assessment issues, including getting started; arranging for consultants; ethical issues; and strategies for implementing an assessment program. The Resources section is an annotated bibliography of assessment instruments. (Contains 4 appendixes, 62 exhibits, 3 tables, and 281 references.) (JDM)

ED 447 390 CG 030 500

Richardson, Brent
Working with Challenging Youth: Lessons Learned along the Way. A Practical Guide for Helping Professionals.
PUB DATE- 01
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

who had secondary strengths in one or more areas. The comparison suggests that there is more than one route to successful reading performance. (Contains 34 references, 4 tables and 1 figure of data.) (Author/RS)

ED 447 409   CS 013 618

Pinkard, Nichole
Learning To Read in Culturally Responsive Computer Environments. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; *Beginning Reading; *Black Students; *Computer Assisted Instruction; Computer Software; *Culturally Relevant Education; Elementary Education; *Instructional Effectiveness; Low Income; Program Descriptions; *Reading Instruction
IDENTIFIERS- African Americans; Rap Music

This report is a description and evaluation of two computer-based learning environments, Rappin' Reader and Say Say Oh Playmate, that build upon the lived literacy experiences African-American children bring to classrooms as scaffolds for early literacy instruction. When Rappin' Reader and Say Say Oh Playmate were used with low-socioeconomic-status African-American first to fourth graders attending after school tutoring/mentoring programs, students made substantial gains on literacy measures such as sight word knowledge. The results suggest at least modest benefits from using culturally responsive reading materials and a computer-based learning environment in literacy instruction. Contains 37 references, 6 tables and 5 figures of data. (Author/RS)

ED 447 410   CS 013 619

Yaden, David B., Jr.; Rowe, Deborah W.; MacGillivray, Laurie
Emergent Literacy: A Polyphony of Perspectives. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; Definitions; Early Childhood Education; *Emergent Literacy; Kindergarten Children; Literature Reviews; Preschool Children; Reading Instruction; *Reading Research; *Research Methodology; Research Needs; *Writing Research
IDENTIFIERS- *Reading Behavior; *Writing Behavior

This paper reviews current developments in the field of emergent literacy (the study of reading and writing behaviors that develop into conventional literacy). The review includes studies that look at preschoolers' emerging literacy in homes, day-care environments, and kindergartens and that focus on children's development of literacy knowledge and processes through holistic literacy events (storybook reading, play, etc.). Findings suggest the need for a theoretical model to test the complex cognitive, social, and cultural explanations for emergent literacy. There is a need to explain individual

ED 447 431 CS 014 125

Literacy Collaborative.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; *Emergent Literacy; *Instructional Effectiveness; Instructional Materials; Primary Education; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research; Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- Reading Recovery Projects

This paper provides an overview of Literacy Collaborative, a comprehensive, schoolwide program designed to provide long-term support to schools working toward successful literacy achievement for every child by the end of 2nd grade. There are currently (year 2000) 390 literacy coordinators or trainers serving 372 schools in 25 states. The instructional framework centers on a two-hour literacy lesson that integrates both reading and writing activities. Flexible grouping is used, depending on the instructional purpose and selected activity. Students needing more help receive one-to-one intervention through Reading Recovery tutoring. An assessment and research component includes reflective practice by teachers, formal and informal systematic assessment, and data collection to analyze changes in students' literacy learning over time. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 432 CS 014 126

Reading One-to-One.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *High Risk Students; *Instructional Effectiveness; Instructional Materials; Limited English Speaking; Low Income; Middle Schools; Minority Group Children; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research; *Tutorial Programs

This paper provides an overview of Reading One-to-One, a structured paraprofessional tutorial program designed to improve the performance of at-risk students in grades K-8, particularly low-income, minority, and second-language learners. The program builds on some elements of Reading Recovery and Success For All. The curriculum combines explicit instruction on decoding skills with the use of small books ranked by difficulty level. Each one-on-one tutoring session allows for about 40 minutes of instruction, 3 or 4 days per week. Tutors have a specific curriculum to follow, and each session is divided into 4 main parts: review, direct instruction, reading, and writing. Activities and specific reading materials correlate to the student's ability. The program has been implemented in elementary schools, middle schools, and community centers in 100 schools in 25 cities in 6 corporations, and schools to design better approaches to literacy improvement; and the IDOE should facilitate collaboration between schools and universities on teacher preparation and professional development. (NKA)

ED 447 452 CS 014 149

Manset, Genevieve; St. John, Edward P.; Simmons, Ada B.; Worthington, Kimberly; Chung, Choong-Geun; Manoil, Kim
Indiana's Early Literacy Intervention Grant Program Impact Study for 1999-2000.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 00
NOTE- 100p.; See ED 439 412 for the 1998-99 impact study and CS 014 148 for a summary evaluation for 1997-2000.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Educational Research; *Grants; High Risk Students; *Literacy; Primary Education; Special Education; *State Programs
IDENTIFIERS- Impact Studies; *Indiana; Reading Recovery Projects

This report summarizes a study of the impact of Indiana's Early Literacy Intervention Grant Program (ELIGP) on schools in the third year of funding, 1999-2000. This impact study replicates the study completed in the first 2 years of ELIGP funding (1997-98, 1998-99) and includes the following: an analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from ELIGP funding; an analysis of the impact of funding on the numbers of students completing Reading Recovery, or referred to special education, or retained; and a summary of findings and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana. Appendix A contains a list of funded projects, 1998-99; Appendix B contains a list and description of program features by category; and Appendix C contains the early literacy intervention survey. Includes extensive figures and tables. (NKA)

ED 447 453 CS 014 150

McKenzie, Barbra; Turbill, Jan
Professional Development, Classroom Practice and Student Outcomes: Exploring the Connections in Early Literacy Development.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, Australia, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Practices; Elementary Education; *Evaluation Methods; Foreign Countries; *Literacy; *Outcomes of Education; *Professional Development; Research Methodology; School Culture
IDENTIFIERS- Australia (New South Wales); Teaching Research

One of the core aims for the implementation of teacher professional development programs is to improve student outcomes. Since 1996 the Broken Bay Catholic Diocese in New South Wales (Australia) has been utilizing the language and

Time and Poetry" (Joanne Durham); "Text Sets: One Way To Flex Your Grouping--In First Grade, Too!" (Michael F. Opitz); "Come Alive Stories" (Elizabeth J. Dewey); "Authors Are a Big Deal" (Ally McArdle and Mary Buchholz); "Author Birthday Celebration: (Lauren J. Behar); "More Predictable Books: Gateways To a Lifetime of Reading" (Marianne C. Saccardi); "Cultural Diversity   Supportive Text = Perfect Books for Beginning Readers" (Michael F. Opitz); "Exploring Bias Using Multicultural Literature for Children" (Jim Barta and Martha Crouthers Grindler); "'Monstruos,' 'Pesadillas,' and Other Frights: A Thematic Unit" (Carol Evans); "Defining the 'Multi' in 'Multicultural' through Children's Literature" (Lara L. Hillard); "Internationalism in Danish Children's Literature" (Mary E. Blake and W. Gale Breedlove); "Introducing Art History through Children's Literature" (Rita Greco); "Activities from a Tall Tales Unit" (Jaynie Nesmith); "Promoting World Peace and Understanding: The Batchelder Award-Winning Books" (Rosie Webb Joels and Jackie K. Barnette); "Choosing Picture Books about Ecology" (Audrey Rule and Joan Atkinson); "Using Children's Books as an Intervention for Attention-Deficit Disorder" (Beth Fouse and Jane Ann Morrison); "Readers' Workshop in a Kindergarten Classroom" (John W. Bryan); "Caldecott Medal Books and Readability Levels: Not Just 'Picture' Books" (Julia Chamberlain and Dorothy Leal); "A Newbery Medal-Winning Combination: High Student Interest Plus Appropriate Readability Levels" (Dorothy J. Leal and Julia Chamberlain-Solecki); "Should We Travel by Plane, Car, Train, or Bus? Teacher/Child Collaboration in Developing a Thematic Literacy Center" (Carolyn Ann Walker, Donna Allen and Debbie Glines); "Emerging Literacy: Message Boards in Preschool" (Barbara Laster and Betty Conte); "Encouraging Young Students To Use Interesting Words in Their Writing" (Megan S. Sloan); "The Important Thing: Connecting Reading and Writing in the Primary Grades" (Karl A. Matz); "Reading and Creating Counting Books" (Joan C. Fingon); "Partner Writers: A Shared Reading and Writing Experience" (Lyn Bajtelsmit and Helen Naab); "Navigating the Writing Process: Strategies for Young Children" (Candace C. Poindexter and Irene R. Oliver); "An Author's Storyboard Technique as a Prewriting Strategy" (Suzanne L. Harrington); "What's in a Name?" (Sandy K. Biles); "Fairy Tales--A Vehicle of Literacy" (Maggie Hoagland); "Phantasy Phacts: Creative Writing from Another Perspective" (Roman Taraban and Cynthia Orengil); "Form Poems for Tired Words" (Terry Henkelman); "Surprise Me: The Poetry of Wet Paint" (David M. Salyer); "Choose-Your-Own Writing" (Dian G. Smith); "Writing to Music" (Linda George Scott); "Beyond the Classroom: Publishing Student Work in Magazines" (Karen Bromley and Diane Mannix); "Beyond the Classroom: Publishing Student Work in Newspapers" (Karen Bromley and Diane Mannix); "Student Portfolios: Building Self-Reflection in a First-Grade Classroom" (Lindy Vizyak); "Readers Theatre and the Writing Workshop: Using Children's Literature to Prompt Student Writing" (Loretta T. Stewart); "Students as Authors" (Anita Rinehart Nedeff, Nancy Brady, Barbara Maxwell, Ruth Oaks and Mary Anne Seckel); "Nancie, You Lied! With Special Thanks to Nancie Atwell" (Dianne Dodsworth); and "Enhancing Reading and Writing through Competitions" (Frances A. Karnes and Tracy L. Riley). Individual papers con

ED 447 471   CS 014 179

Rasinski, Timothy V., Ed.; Padak, Nancy D., Ed.; Church, Brenda
  Weible, Ed.; Fawcett, Gay, Ed.; Hendershot, Judith, Ed.; Henry,
  Justina M., Ed.; Moss, Barbara G., Ed.; Peck, Jacqueline K.,
  Ed.; Pryor, Elizabeth, Ed.; Roskos, Kathleen A., Ed.

*Reading Instruction; Teacher Role

This paper examines how collaborative partnership roles are defined in an educational community. The central research question is: in situations where reading instruction is presented through a literature-based approach and library instruction is supported through a resource-based approach, how is the teacher-librarian partnership enacted in a technology-driven learning environment? It is based on a 2-year, field research-based extension of the author's original anchor study. The extension adds definition to the individual roles within the partnership and argues for the benefits resulting from current technology-driven learning environments. From analyses of field notes, artifacts and interviews, three theoretical constructs are presented: (1) to develop a collaborative partnership, the partners must be willing to support and maintain the relationship; (2) For a collaborative partnership to survive, evidence of interwoven curricula must be present; and (3) technology-driven learning adds definition to resource-based instruction. (RS)

ED 447 489 CS 217 285

Glynn, Ted; Berryman, Mere; Glynn, Vin
Reading and Writing Gains for Maori Students in Mainstream Schools: Effective Partnerships in the Rotorua Home and School Literacy Project.
PUB DATE- 00
NOTE- 36p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Maori (People); *Parent Participation; Parent School Relationship; Program Effectiveness; *Reading Improvement; *Reading Instruction; *Writing Improvement; *Writing Instruction
IDENTIFIERS- New Zealand

The Rotorua Energy Charitable Trust with support from the Ministry of Education funded a home and school literacy project in nine Rotorua primary schools. The project funded each school to train a home-school liaison worker (either a school staff member or a community person) to assist schools in developing a working partnership with the students' parents or whanau (family) members. This paper reports on data across the nine schools from a group of 70 maori students in English medium education. Approximately half of the participating students in each school (school group) were randomly assigned to receive support from the project's reading and writing procedures implemented at school. The remainder (home and school group) received additional support from the home and school partnership procedures implemented by their school's liaison worker and the research team. Pre- to post-program reading and writing gains for students in the home and school group were generally greater than those for students in the school group. However, a number of students in several schools achieved gains in the school program that were as good as or better than those achieved by those in the home and school program. Further, most schools were able to apply, and improve on, reading and writing gains from the home and school program when working subsequently with their remaining students. (Contains 25 references and 6 tables of data.) (Author/RS) not compared to the precision of assessing basic addition, subtraction, multiplication, and division facts. Handwriting achievement can be assessed in degrees from being legible to being illegible. Thus, a rubric, carefully developed and designed, can be used to ascertain the quality of handwriting achievement. This paper first provides a brief history of handwriting instruction and then presents the author's personal history of learning handwriting skills in elementary school in Kansas. It also discusses handwriting instruction during the author's parents' school years. The paper outlines 10 criteria that need to be followed by the teacher in teaching/learning situations in handwriting. It also cites these items to notice in improving handwriting quality: (1) how much progress does the student show over previous performance in handwriting; (2) how well is the student monitoring his/her handwriting quality; (3) how much effort does the student show in desiring to improve handwriting skills; (4) how much writing does the student do in functional situations so that others may read what has been written; and (5) how much conscientious practice is the learner putting into improving individual letter formation, staying on the line when writing, etc. (Contains several handwriting illustrations and 6 references.) (NKA)

ED 447 509   CS 510 323

Drama, Theatre, and Education in a Changing World. IDEA '95: Reflections in the River. The IDEA Advocacy Video. Videotape .
PUB DATE- 95
NOTE- 0p.; IDEA is an acronym for the International Drama/Theatre and Education Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Advocacy; *Drama; Elementary Secondary Education; Higher Education; Interviews; *Theater Arts
IDENTIFIERS- Drama in Education

This 30-minute videotape was created as an advocacy tool for performing arts educators to use with lay people. It is aimed at community leaders; parents; school, college, and university principals; primary and secondary teachers in inservice and preservice workshops; education officers and committees; community funding agencies; ministers of health and social services--anybody who needs convincing of the value of drama and theater. The video uses some of the voices of the 1,200 performing arts educators from 55 countries who met for the 2nd IDEA (International Drama/Theatre and Education Association) World Congress of Drama/Theatre and Education in the form of in-depth interviews and features some of their work at the Congress and their home contexts. Some of the educators featured in the video include Augusto Boal, Beng Santos-Cabangon, John Carroll, Lyn Dalrymple, Mshai Mwangola, Jonothan Neelands, and Peter O'Connor. It also includes examples from all around the world of many forms of drama and theater education in theaters, schools, the open air, city and village communities, in workshop, classroom, and performance. The whole is woven together with a commentary that illustrates the key characteristics of drama and theatre education, and highlights the questions and issues likely to be raised. (RS)

ED 447 510   CS 510 326

Gurak, Laura J.
Oral Presentations for Technical Communication. The Allyn and Bacon Series in Technical Communication.

ED 447 530   CS 510 444

Burk, Nanci M.
The Invisible Professor At-Risk: How Departmental Disconfirmation Disempower Adjunct Faculty.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; College Faculty; Communication (Thought Transfer); *Departments; *Higher Education; Need Gratification; *Part Time Faculty
IDENTIFIERS- Exploitation; *Faculty Attitudes; Personal Experiences

The exploitation of adjunct faculty is a disgrace to the academy. The prominence and indispensability of part-time faculty is obvious, yet they are rarely acknowledged or compensated for their mandatory contributions to higher education. This paper seeks to explicate how adjunct faculty are at risk and disempowered by a lack of respect (disconfirmation) from their own departments, by "institutional neglect," and by a lack of representation. The paper relates one educator's personal experiences as an adjunct faculty member in communication. She received no support at all, even minimal secretarial support, and felt completely alienated from her departmental colleagues and staff. The educator felt that her students were disadvantaged because of the lack of departmental identity and support for her. The paper lists some suggestions that administrators should consider which would improve the lot of adjunct faculty, and which would, additionally, assist in developing a stronger educational foundation for institutions. Contains 27 references. (NKA)

ED 447 531   CS 510 445

Banks, Tracy V.
Why They Do What They Say They Do: A Closer Look at African-American and European-American Communication Styles.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; College Students; Communication Research; Comparative Analysis; Constructivism (Learning); Higher Education; *Intercultural Communication; *Interpersonal Communication; Research Methodology; White Students
IDENTIFIERS- African Americans; *Communication Styles; *Compliance Gaining Strategies; European Americans; Person Centered Approach

An earlier study compared the communication styles of African Americans and European Americans (Banks, 2000). Its purpose was to contribute to that body of literature by addressing some of the limitations of the extant research (e.g., by controlling for variables and by grounding the research in the framework of

Stories on the 1998 Governor's Race in Michigan" (Frederick Fico and William Cote); "Newspaper Letters and Phone-Mail to the Editor: A Comparison of Reader Input" (Michael E. Dupre and David A. Mackey); "Economic Literacy and News Interest" (Lowndes F. Stephens); "Treating the Y2K Bug: Knowledge Gap Factors That Shaped the Outcome of a Public Issue" (Francesca R. Dillman Carpentier); "A Framing Analysis: How Did Three U.S. News Magazines Frame about Mergers or Acquisitions?" (Sang Hee Kweon); "Thinking about Health: The Relationship of Mass Media and Cognition to Perceptions of Children's Health" (Bryan H. Reber); "The Effects of News Stories That Put Crime and Violence into Context: Testing the Public Health Model of Reporting" (Renita Coleman and Esther Thorson); "Political Talk--Not All 'Hot Air': A Path Model Predicting Knowledge, Cynicism & Vote in an Issue Campaign" (Glenn Leshner and Maria E. Len-Rios); "An 'Improbable Leap'": A Content Analysis of Newspaper Coverage of Hillary Clinton's Transition from First Lady to Senate Candidate" (Erica Scharrer); "The Impact of Political Advertising: Differences Between Positive Ads and Issue, Image and Mixed Attacks" (Sung Wook Shim); and "Pleasure, Reality, and Hegemony: A Television Drama and Women in a Korean Confucian Patriarchal Family Structure" (Oh-Hyeon Lee). (RS)

ED 447 552   CS 510 469

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Communication Theory and Method Division.
PUB DATE- 00
NOTE- 516p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Agenda Setting; Cognitive Processes; Economic Development; Film Industry; Foreign Countries; Government Role; Higher Education; Ideology; Internet; *Journalism Education; Mass Media Role; Media Research; News Media; News Reporting; Persuasive Discourse; Political Campaigns; Reader Text Relationship; Stereotypes
IDENTIFIERS- Historical Research; Political Advertising; Television Content Ratings

The Communication Theory and Method Division section of the proceedings contains the following 16 papers: "Profiling TV Ratings Users: Content-Based Advisories and Their Adoption" (Robert Abelman and David Atkin); "It's All About the Information: Salience Effects on the Perceptions of News Exemplification" (Francesca R. Dillman Carpentier, Hong-Sik Yu and Coy Callison); "Conceptualizing and Testing the Construct 'Impactiveness': Analyzing the Effect of Visual Stimuli Eliciting Eye-Fixations, Orienting Responses and Memory-Stored Images on Ad Recall" (Fiona Chew and Jay Sethuraman); "Issues in Qualification of Electronic Internet-Based Sources for Academic and Business Historical Research" (Alexander Gorelik and Jodie Peeler); "An Effect Model of Political News and Political Advertising: The 1996 Presidential Election" (Mahmoud A. M. Braima, Thomas J. Johnson and Jayanthi Sothirajah); "Press-State Relations: A Critical Reappraisal" (Hong-Won Park); "The Ideological Dimensions of Stereotyping in the Media: Toward a Conceptual Clarification" (Rick Clifton Moore); "Modeling Information Seeking, Exposure and Attention in an Expanded Theory of Reasoned Action" (Craig W. Trumbo); "Support of the Film Industries in France and Italy in the Late 1990s"

Luebke, Robert V.
Homeschooling in Wisconsin: A Review of Current Issues and Trends. Report.
PUB DATE- 99
NOTE- 35p.; For other volumes of this report, see EA 030 719 and EA 030 720.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Access to Education; *College Admission; College Bound Students; Educational Supply; Elementary Secondary Education; Equal Education; *Home Schooling; *Nontraditional Education; Parents as Teachers; Reentry Students; *Student Adjustment; Student Attitudes; Student Evaluation
IDENTIFIERS- Wisconsin; *Wisconsin Department of Public Instruction

While homeschooling has grown by 1,500 percent in Wisconsin in the past 15 years, it is not a threat to traditional education in the state. Analysis of Wisconsin respondents in one national study indicates 85 percent describe themselves as "Born Again" Christians; were largely middle-class, white, two-parent families, with instruction provided by at-home mothers; and exhibited average extracurricular participation rates. Recent homeschool families are more secular, primarily motivated by academic concerns. Influential homeschooling lobbying organizations helped defeat legislation weakening parental control and increasing state regulation. Recent policy debates involving supporters and opponents of homeschooling focus on three issues: (1) access to public-school courses and services for students primarily schooled at home, welcomed by many, but opposed by others concerned about undermining opportunities and increasing costs for traditional students; (2) opposition by parents to efforts to subject their children to state academic testing requirements; and (3) the impact of homeschooling on colleges in Wisconsin. Opponents of homeschooling express concerns about accountability and denial of social benefits of public schools. Proponents argue the majority of homeschooled students who return to traditional schools during middle-school years do not experience transition difficulties. Sentiment for more restrictive homeschooling legislation does not currently exist. Little evidence suggests homeschooling threatens traditional schools or is socially or academically harmful to students. Although the absence of significant data on performance should be addressed, policymakers should consider homeschooling an effective alternative to traditional education. (Contains 63 endnotes.) (TEJ)

ED 447 572 EA 030 722

Grady, Marilyn L.
124 High-Impact Letters for Busy Principals: A Guide to Handling Difficult Correspondence.
PUB DATE- 00
NOTE- 165p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Business Correspondence; *Conferences; Elementary Secondary Education; *Letters (Correspondence); Meetings; *Parent School

PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary
Education; *Enrollment; *Family School Relationship; *Financial
Support; *Home Schooling; *Learning Centers (Classroom); Policy
Formation; Public Schools; Scores; *Volunteers

This booklet is the 13th in a series of "hot topic" reports produced by the Northwest Regional Educational Laboratory. These reports briefly address current educational concerns and issues as indicated by requests for information that come to the laboratory from the Northwest region and beyond. Each booklet contains a discussion of research and literature pertinent to the issue, a sampling of how Northwest schools are addressing the issue, suggestions for adapting these ideas to schools, selected references, and contact information. This booklet takes a look at what has been learned so far about school-homeschool cooperation and offers tips and suggestions for building successful partnerships with homeschooling families. The Northwest Sampler profiles several different Northwest school systems that have implemented programs to reach out to students who are learning at home and that have worked to accommodate homeschoolers' requests for involvement.(Contains 29 references.) (DFR)

ED 447 592   EA 030 751

Education Management Profile: Uzbekistan.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Adult Education; *Demography; *Educational
Administration; *Educational Change; Elementary Secondary
Education; *Enrollment; *Equal Education; Foreign Countries;
Public Schools; Special Classes
IDENTIFIERS- *Uzbekistan

This education management profile of Uzbekistan contains the following: basic information about the country, key educational indicators, brief comments about the country and its history, a description of the education system, the management of education, access to education and school enrollment, problems and challenges, educational reform in Uzbekistan, directions toward reform, and key educational statistics and basic data. (DFR)

ED 447 593   EA 030 752

Education Management Profile: Thailand.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Adult Education; *Demography; *Educational
Administration; *Educational Change; Elementary Secondary
Education; *Enrollment; *Equal Education; Foreign Countries;
Public Schools; Special Classes
IDENTIFIERS- *Thailand

This education management profile of Thailand contains the following: basic information about the country, key educational indicators, brief comments about the country and its history, a systematic decisions to ensure appropriate accommodations; and (5) the description of accommodations as standard or nonstandard appears to be increasing. A complete list of state documents is included in the appendices. (CR)

ED 447 612 EC 308 101

Quenemoen, Rachel F.; Lehr, Camilla A.; Thurlow, Martha L.; Thompson, Sandra J.; Bolt, Sara
Social Promotion and Students with Disabilities: Issues and Challenges in Developing State Policies. Synthesis Report 34.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Disabilities; Elementary Secondary Education; Evaluation Criteria; *Grade Repetition; Individualized Education Programs; Policy Formation; *Social Promotion; *State Regulation; *Student Promotion

This policy study looks at existing and emerging state policies on social promotion to determine the extent to which students with disabilities are included or excluded. Results reflect the status of state polices at one point in time, as determined from publicly available state documents and statutes of 14 states with promotion policies. The analysis showed that policies varied considerably in terms of the bases for promotion decisions (e.g., content, grade level), but that all states used test performance as the primary basis for decisions. Although many interventions were identified for student performance remediation, most states relied on summer school, extended day, or after school programs. All of the 14 states with existing or emerging promotion policies referred to students with disabilities in their policies. However, the application of promotion criteria to students with disabilities was minimal or not clearly stated in many states. The Individualized Education Program typically plays a role in how individual decisions are made for students with disabilities, but it varies widely among states. Eight states with policies to end social promotion included specific guidelines about interventions for students with disabilities, yet these state guidelines varied widely. An appendix includes the state policies. (Contains 29 references.) (CR)

ED 447 613 EC 308 102

Thompson, Sandra J.; Thurlow, Martha L.
State Alternate Assessments: Status as IDEA Alternate Assessment Requirements Take Effect. Synthesis Report 35.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; National Surveys; *Performance Based Assessment; Policy Formation; Regular and Special Education Relationship; Special Education; *State Programs; Student Evaluation; *Test Construction; Test Content
IDENTIFIERS- *Alternative Assessment

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Career Exploration; *Education Work Relationship; Elementary Secondary Education; Experiential Learning; *Gifted; Mentors; Partnerships in Education; *Program Design; Rural Schools; School Business Relationship; Transitional Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Washington

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This report provides an overview of one of the unique approaches models: the Tonasket School District's Career Connections in Washington state. This small, rural, and remote school district has access to cutting-edge technology on a new K-12 campus where teachers identify talented students and provide them with self-guided learning opportunities. The world of work is simulated through job searching and training, performance evaluation by mentors, and creating and presenting a career portfolio to a community review panel. Guest employment panels and training sessions provide connecting school-based and work-based activities for students, and help students, parents, teachers, and others understand employment trends and practices as well as all aspects of an industry. Partners such as Microsoft, Tree Top, and the U.S. Forest Service provide mentorships, field trips, and internships. The report includes a program overview, a description of the CHOICES program that allows students to participate in a creative business, and assessment tools. (CR)

ED 447 632 EC 308 121

Goertz, Lori; Franklin, Barbara
California Deaf-Blind Services Final Report, October 1, 1995-September 30, 1999 and October 1, 1999-June 30, 2000 (No Cost Extension).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Elementary Secondary Education; Infants; *Outreach Programs; Parent Education; *Parent Teacher Cooperation; Teacher Education; *Technical Assistance; Toddlers; *Training Methods; Videotape Recordings; Young Children
IDENTIFIERS- California

This final report describes the activities and outcomes of the California Deaf-Blind Services (CDBS) program, a regionally based, family focused technical assistance and training project designed to improve services to children with deaf-blindness. The project conducted the following activities: (1) provided technical assistance to families and professionals serving individuals with dual sensory impairments individually and in

National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: The Executive Internship Program in Florida. In 1974, the Executive High School Internship (EIP) model was introduced in Pinellas County. It is affiliated with Executive High School Internships of America, a national organization of experiential education programs and coordinators. More than 2,000 highly motivated, academically talented EIP seniors have spent 10-15 hours a week with professionals to learn leadership, creative thinking, and other skills in fields such as medicine, law, visual arts, communications, state/local government, business, and the social services. Students receive high school elective and junior college credits. Executive Internship Coordinators are certified teachers who work closely with businesses to maintain connections among students, schools, and partnership agencies, and monitor student interns. School- and work-based learning is integrated through biweekly seminars, journals, and projects addressing leadership development and presentation skills. The information packet includes a program description and a program brochure. (CR)

ED 447 650 EC 308 139

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. A School within a Workplace (Lincoln Park Academy and Harbor Branch Oceanographic Institution, Florida).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 81p.; For related documents see EC 308 120, EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; Education Work Relationship; Engineering Education; Enrichment Activities; *Experiential Learning; Intermediate Grades; Magnet Schools; Marine Biology; Marine Education; Mathematics Instruction; Mentors; Problem Solving; Program Design; Research Projects; *Science Careers; *Scientists; Secondary Education
IDENTIFIERS- Florida; International Baccalaureate

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: the School within a Workplace program in Florida. This program connects science teachers and gifted elementary and secondary with working scientists. The initiative was developed by the St. Lucie County School-to-Career partnership involving Harbor Branch Oceanographic Institution (HBOI) and Lincoln Park Academy, an academic magnet school for students grades 6-12 and site of the county's International Baccalaureate (IB) program adopted as a curriculum for gifted and talented high school students. The program features a pioneering pre-college marine science academy for juniors and seniors. Teachers and students spend 4-

areas and area limits, school entrances and external circulation, and access for the disabled. Descriptions of school areas needing design considerations are provided with emphasis placed on physical education halls and ancillary areas. Final notes pertain to parking, school yards, landscaping, and entrances and boundaries. Appendices offer a summary of playing court sizes. (GR)

ED 447 671 EF 005 786

The Cutting Edge Technology Report: Designing Smarter Schools. Videotape .
PUB DATE- 00
NOTE- 0p.; Produced by Information Television Network in collaboration with the U.S. Department of Education's National Clearinghouse for Educational Facilities; Sarnafil, Inc.; U.S. Department of Energy; U.S. Environmental Protection Agency; and Osram Sylvania. Co-hosted by Larry Schoff and Jack Lyons.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; Public Schools; Videotape Recordings
IDENTIFIERS- Health Hazards; *Indoor Air Quality

This videotape highlights the extent to which school buildings are deteriorating in America and the problems this causes for teaching and learning, describes the Energy Smart School campaign, and details the factors needed in building an Energy Smart School. To build schools that last and to recoup some of the building expense, it suggests designing schools that are more energy efficient. Energy efficient strategies are detailed under the following energy saving categories: building envelope features; renewable energy sources; and indoor air quality. Several schools are highlighted for their energy savings features. The videotape shows how a California school successfully addressed its Urban Heat Island problem; a new elementary school in New Hampshire shows how it improved its poor indoor air quality, and a Massachusetts school improved its lighting which was not only cost effective but also helped meet the learning needs of the students. Also, how design has helped a renovated school become a center of the community is discussed. Available resources for helping to design Energy Smart Schools and schools that are community centers are provided. (GR)

ED 447 672 EF 005 796

Jakubowski, Lara
Charter School Facilities: A Resource Guide on Development and Financing.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Charter Schools; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; *Guidelines; *School Construction; *Site Selection; Worksheets

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communicative Competence (Languages); *English (Second Language); Graduate Students; Higher Education; Interviews; Participant Observation; Second Language Instruction; Second Language Learning; *Sociolinguistics; *Student Participation; *Student Role; Triangulation; *Tutoring

This qualitative research study used the interactional sociolinguistics approach (Goffman, 1959; Gumperz, 1982) to analyze the expectations of learners and tutors participating in the English-as-a-Second-Language (ESL) Drop-in-Center (DIC) environment. Analysis focused on the learners' and tutors' expectations of the conversation and participation roles that greatly influenced participation within the DIC. Informants in the study included five students in a Teaching English as a Second Language (TESL) master's degree program and 48 ESL students from diverse ethnic and educational backgrounds. Data were triangulated through participant observations, field notes, interviews, documents, and video/audio-taped sessions. Data indicated that there was a crucial gap between tutor and student expectations for participation within the DIC conversations. This conflict influenced the second language acquisition of the students by shaping communication and opportunities for participation in the DIC environment. Pedagogical suggestions are included in the conclusions. Scholarly references appear throughout the text. (Contains 26 references.) (Author/KFT)

ED 447 697   FL 026 473

Hruska, Barbara L.
Prioritizing Needs/Negotiating Practices: Student Placement at River Valley Elementary.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Puerto Rican Studies Association Conference (Amherst, MA, October 28, 2000)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; English (Second Language); *Grouping (Instructional Purposes); Interviews; Limited English Speaking; Mainstreaming; Participant Observation; Second Language Instruction; Second Language Learning; Spanish Speaking; *Student Placement; *Teacher Collaboration; Transitional Programs
IDENTIFIERS- Content Area Teaching

This paper examines the negotiations that occur in a specific educational setting when traditional student placement practices are challenged and redesigned in an effort to better meet the needs of English language learners. The settings for these negotiations is an elementary school where over 90 percent of the students are native English speakers and two-thirds of the English language learners are from Spanish speaking backgrounds and participate in a Spanish transitional bilingual education (TBE) "pull-out" program. As their English competence increases, the students are transitioned into an all-English program. There were disagreements among the regular classroom, English-as-a-Second-Language (ESL), and TBE teachers about where a given child belonged. The perspectives of each of these teachers is described in detail in order to understand the tensions created by the pull-out model of instruction. These perspectives were obtained through formal interviews, informal conversations, classroom observations, faculty meeting

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Techniques; English Only Movement; *English (Second Language); Federal Legislation; Foreign Countries; Grammar; Hispanic Americans; *Professional Development; *Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Educator Education; Teaching Methods
IDENTIFIERS- Brazil; Canada; Center for Applied Linguistics DC; Quebec; South Korea

Issues in this volume include the following feature articles: "Grammar: Rules and Reasons Working Together" (Diane Larsen-Freeman); "TESOL Sets Sail for Vancouver" (Nancy Storer); "The Reading Lab: An Invitation to Read" (Jean Zukowski/Faust); "Quebec: A Unique North American ESL Teaching Experience" (Jacquelyne Lord); "Video in the Classroom: Making the Most of Movies" (Susan Stempleski); "Teaching Journals: Writing for Professional Development" (Anne E. Delaney, Kathleen M. Bailey); "Proposed English Standards Promote Aviation Safety" (Robert L. Chatham, Shelly Thomas); "Latina Educators: Building Bridges for Those Who Follow" (Michele R. Hewlett-Gomez); "John Rassias: Giving Life to Language Worldwide" (Kathleen R. Beall); "Title VII Funding: Make Your Program Dreams a Reality" (Pat DiCerbo); "Representing ESL Students in the School Community" (Sandra Prager); "What Does it Take to Acquire a Language?" (Stephen Krashen); "Swiss Learners of English: Engaging the Advanced Student" (Nancy Kaye, Don Matson); "Your Professional Partner: The Center for Applied Linguistics" (Allene Grognet); "Strengthening the School-Home Connection" (Patty Orndorff); "From Writing to Speaking: Enhancing Conversation" (Nancy Kaye, Don Matson); "The Expansion of English Language Education in South Korea" (Patrick Hwang); "Getting Started in Private ESL Tutoring" (Thelma Wurzelbacher); "Corporate Universities: A New Frontier for ESL/EFL Professionals" (Nina Weinstein); "Four Ways to Listen" (Catherine Sadow); "Hmong Students: A Quarter of a Century of Progress in the U.S." (Julie Adler); "Putting Tests to the Test" (Stratton Ray); "Culturally and Linguistically Diverse Exceptional Students" (Marjorie Hall Haley); "Official English: Bridge or Barrier?" (Stephen Krashen); "English Language Education in Brazil: Progress and Partnerships" (Francisco Gomes de Matos, Abuendia Padilha Pinto). Regular departments include the following: "Editor's Note," "Letters to the Editor," "News Briefs," "Conference Calendar," "Reviews," "Catalog Showcase," and three regular columns by Christine Meloni, Thomas Nixon, and Elizabeth Hanson-Smith. (KFT)

ED 447 716 FL 026 496

Lo, Yi-Hsuan Gloria; Liou, Show-Mann
A Comparative Study of the Secondary Foreign Language Teacher Education Programs.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Graduate Students; Higher Education; Interviews; *Language Teachers; *Preservice Teacher Education; Program Evaluation; *Second Language Instruction; Second Language Learning; Secondary Education; Tables (Data); Teacher

DESCRIPTORS- Adult Education; *English (Second Language); Health
  Care Costs; *Health Materials; Literacy Education; Public
  Health Legislation

CLAMs are "Culturally and Linguistically Appropriate Materials" designed for diverse populations to help them overcome language barriers to effective treatment. The demographic shift underway in the United States is making the country more linguistically diverse. Health plans need to accommodate this shift, because without information patients cannot understand and use services provided to them by their providers and cannot engage in self-care or self-management, highly cost-effective means of promoting patient health. All of the reasons why it is legally and financially imperative for health plans to provide CLAMS are discussed. After this case is made, the newsletter discusses the best and most effective ways to make CLAMS available, including a three-step recommendation for producing effective CLAMS: select good source materials; translate and pretest; and pilot test. The issue concludes with a discussion of the five elements that determine the likely effect of printed materials: attraction, comprehension, acceptability, self-efficacy, and persuasion. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 734   FL 801 414

Tuijnman, Albert
International Adult Literacy Survey. Benchmarking Adult Literacy
  in America: An International Comparative Study.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.; Human Resources Development Canada, Ottawa
  (Ontario).
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
  Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Benchmarking; Charts; Cross
  Cultural Studies; *English (Second Language); Foreign
  Countries; Interviews; Lifelong Learning; Literacy Education;
  Second Language Instruction; Second Language Learning; Social
  Science Research; *Surveys; Tables (Data)
IDENTIFIERS- Australia; Canada; Germany; Italy; Netherlands;
  United Kingdom; United States

This 22-country survey was conducted between 1994 and 1998. Representative samples of adults aged 16-65 were interviewed and tested at home using the same literacy tests. The main purpose of the survey was to find out how well adults use information to function in society. Another aim was to investigate the factors that influence literacy proficiency and to compare these between countries. Ten international indicators are presented that allow readers to compare the literary proficiency of Americans with that of other populations as measured on the prose literary scale; similar results are provided in quantitative scales. The findings confirm how low literacy is an important issue in all regions in all countries surveyed. On the whole, the findings show that Americans are at an average level of prose literacy performance, behind the Nordic countries and the Netherlands but on a par with adults in Australia, Canada, and Germany. Literacy proficiency is more unequally distributed in the United States and Canada than in Europe, with the most literate 25% of North Americans scoring far higher than average. "Lifelong" learning programs, as well as early childhood education,

Pretests Posttests; Quality of Working Life; *Work Environment
IDENTIFIERS- *Career Commitment; *Organizational Commitment

A brief, low-cost career intervention was designed to reduce employee turnover in the customer service call center of a financial institution. Through an extensive literature review, organizational commitment (OC) was identified as a primary predictor of employee turnover, and a list of research-supported OC antecedents was compiled. Antecedents selected as candidates for intervention included employee characteristics and work environment characteristics. Some antecedents were targeted via the content of the intervention, others via its format. Intervention features that addressed the targeted antecedents were identified. The intervention consisted of a workshop of two three-hour sessions held two weeks apart, follow-up meetings with a supervisor for career coaching, and a "career partner" for support and encouragement. Workshop components were introduction, framework, self-awareness, work world information, planning, career coaching, and career partner meetings. Participants rated workshops highly in terms of usefulness of material and knowledge and insight gained. Pre- and post-test measures of organizational commitment and turnover intentions were collected from experimental and control group participants. A number of significant correlations supported previous findings regarding relationships between OC and certain OC antecedents and the relationship between OC and turnover intentions. (Contains 33 references.) (YLB)

ED 447 264 CE 080 642

Lifelong Learning: Thematic Bibliography.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 45p.; For a related document on lifelong learning, see ED 441 076.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Adults; Annotated Bibliographies; Books; *Citations (References); Continuing Education; *Developed Nations; Foreign Countries; Government Publications; International Organizations; Journal Articles; *Lifelong Learning; *Research Reports; World Wide Web
IDENTIFIERS- *Europe

This annotated bibliography lists 177 books, articles, and other reference items collected since 1994 by the Eurydice European Unit on the topic of lifelong learning. All titles and Internet Web sites indicated for reference purposes are classified into the following categories: European Union; Council of Europe; OECD (Organization for Economic Cooperation and Development); UNESCO (United Nations Educational, Scientific, and Cultural Organization); other publications and analyses; and official documents published by national authorities in Belgium, Denmark, Germany, Greece, Spain, Ireland, Italy, The Netherlands, Austria, Portugal, Finland, Sweden, and the United Kingdom. Within each category, the literature is presented chronologically by year of publication and by alphabetical order of title within each year. (KC)

ED 447 265 CE 080 746

Rogow, Debbie
Alone You Are Nobody, Together We Float: The Manuela Ramos

The most important worldwide goal of the 21st century should be universal education; that is, by the year 2099, every child, no matter where, should have access to free, state-sponsored education for 12 years. In committing themselves to the 100-year goal, each nation should keep in mind these 5 important facts: (1) within a nation with sufficient means, the goal can be achieved, and it has already been achieved in some nations; (2) achievement of the goal is a direct cause of the wealth of the nations that have achieved it; (3) the wealth of those nations is a direct cause of the prosperity of the more important of their citizens; (4) all the peoples of the world can take pride in the contributions to worldwide learning that have been made by their ancestors; and (5) outside direction of the effort to achieve educational goals in a nation is futile. Using the framework of the report of the International Commission on Education for the Twenty-First Century (Delors Report), specific ideas for achieving this goal under various political systems and throughout the lifespan can be determined. Five Web sites relating to the Delors Report are appended. (KC/CG)

ED 447 281 CE 080 915

Nashif, Taysir
Technological Education for Women as a Tool of Upward Social Mobility, with Reference to the Middle East.
PUB DATE- 00
NOTE- 11p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Comparative Analysis; Cultural Context; Developing Nations; Economic Development; Educational Environment; Educational Needs; Educational Trends; Employment Opportunities; Enrollment Trends; *Equal Education; Foreign Countries; General Education; Higher Education; Needs Assessment; *Outcomes of Education; Position Papers; Role of Education; Salary Wage Differentials; Secondary Education; Sex Differences; *Social Mobility; Socioeconomic Status; Technical Education; *Technology Education; Trend Analysis; *Womens Education
IDENTIFIERS- *Middle East; National Development

Technological education is more effective than general education in improving social mobility. Remarkable gender disparities currently exist in overall enrollment in secondary and higher education in the Arab states. Encouraging more Arab women to enroll in technological education would lead to higher percentages of women in higher-paying jobs, with the attendant consequences of enhanced social status, security, and mobility. Because technological education is essentially devoid of social and cultural conditions, it weakens gender differentiation of roles. The 1979 Conference on Science and Technology for Development adopted a resolution on women, science, and technology that called on member states to facilitate the following changes: (1) equal distribution of the benefits of scientific and technological development and its applications in society; (2) participation of women in the decision-making process related to science and technology; and (3) equal access

recruiting foreign students can become an entrepreneurial activity designed to generate revenue for universities with sagging budgets; the quest to maximize enrollments can mean a decline in quality; mistakes with staff exchanges can be expensive and hurtful; the exclusive use of English can be culturally arrogant; and imposition of a foreign culture (albeit often unintended) on a developing country can be detrimental. Internationalizing education presents another dimension that may be characterized in terms of a hierarchy of values, including respect for people, their perceptions, values, integrity, and being. This hierarchy helps establish a concept of transformative education that includes respect for learning that is self-reliant, student centered, holistic, cooperative, ecological, based on the principle of mastery, culturally sensitive and internationalized, characterized by intellectual rigor and discipline, and continuing. Internationalization of education should involve a strategic, concerted focus on enabling students and faculty to engage meaningfully and responsibly in genuinely cooperative, trusting dialogue and activities where cultural differences are understood and respected. (MN)

ED 447 297   CE 080 931

Hawker, Laila
From Teacher Dependence to Learner Independence: Case Study from the Dubai Women's College.
PUB DATE- 00
NOTE- 20p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Case Studies; College Programs; Educational Practices; Educational Principles; Educational Research; Educational Theories; Foreign Countries; Independent Study; Learning Theories; Lifelong Learning; Literacy Education; Literature Reviews; Numeracy; *Personal Autonomy; Postsecondary Education; Self Actualization; *Student Empowerment; *Teacher Student Relationship; Theory Practice Relationship; *Transformative Learning; *Womens Education
IDENTIFIERS- United Arab Emirates (Abu Dhabi)

The process of shifting from the educational practice paradigm of the traditional teacher-dependent classroom to an independent learning environment requires transformation of attitudes, beliefs, and actions of students and teachers alike through understanding and acquisition and application of fundamental learning principles, skills, and attitudes. Dubai Women's College has developed a course, called INDE 1150/1250 (INDE being an acronym for "independent learning"), which illustrates how the educational community can achieve the transition to an independent learning environment. The course is designed to complement the college's 1-year certificate diploma in ENGL 1100 through reinforcement of grammatical and functional structures contained within the numeracy and literacy context of ENGL 1100. Gradually, INDE 1150/1250 became the gateway to libraries and independent learning centers around the college system. Over the years, INDE 1150/1250 has focused progressively on learner independence and moving away from teacher dependence. This shift has occurred in the course's content and mode of delivery, which introduce students to basic

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Communications; *Computer Assisted Testing; Developed Nations; Evaluation Methods; Foreign Countries; *Information Technology; Postsecondary Education; Program Evaluation; *Questionnaires; Technical Education; Technology Education; *Test Construction; *Test Interpretation; Test Theory
IDENTIFIERS- Great Britain

This evaluation manual is a response to requests of education and training organizations for a practical methodology with tools to evaluate information and communications technology (ICT) projects and use of information and learning technologies in teaching and learning in Great Britain. Section 1 describes evaluation methodologies, the evaluation tools in the form of a set of three customizable questionnaire templates, and how to manage the evaluation process. Section 2 contains three customizable questionnaires designed to collect feedback from learners, staff supporting learners, and managers. The questionnaire templates are designed primarily for use in evaluating individual projects, strategies, or specific ICT learning and teaching but can also be used to make comparisons within or between organizations. Section 3 discusses customizing the questionnaire templates. Section 4 provides information on evaluation methodologies. Section 5 contains a customizable analysis guidance template with questions to consider when analyzing responses to the questionnaires, developing reports, and developing action plans. Appendixes contain information on six colleges involved in trials of the templates, 25 references, and glossary. (YLB)

ED 447 315 CE 080 958

Caseley, Clive
Learning 2010 (London, England, September 2000).
PUB DATE- 00
NOTE- 13p.; Based on expert seminars sponsored by FEDA and Ufi Ltd.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; Communications; Computer Science; Computers; *Creativity; Developed Nations; Distance Education; Education Work Relationship; Educational Technology; *Educational Trends; Foreign Countries; *Futures (of Society); *Information Technology; Multimedia Materials; *Online Systems; Teacher Role; Teacher Student Relationship; *Technological Advancement; Vocational Education
IDENTIFIERS- Great Britain

The "Learning 2010" project began with the question of the implications of technology for teaching and learning in Great Britain. Participants at expert seminars narrowed the focus to identify scenarios for how teaching and learning will develop in the next 10 years. Six key themes emerged. The theme of multimedia highlighted computers and the CD-ROMs, simulators, and virtual environments they brought in their wake; computer modeling that stimulates creative thought; and rapidly improving graphics capabilities, simulators, and virtual environments that could replace textbooks and provide a much tales for preparation, tales for action, tales for reflection, tales for celebration, and tales for everyone. The guide also contains a list of 27 references for the stories discussed, an annotated bibliography of 27 additional books, and a list of 5 resource organizations. (KC)

ED 447 332   CE 080 980

Report on Federal Individual Training Accounts.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Developed Nations; Educational Finance; Employer Employee Relationship; Feasibility Studies; *Federal Government; Federal Programs; Foreign Countries; *Government Employees; *Individual Development; Labor Force Development; *Lifelong Learning; Needs Assessment; *Program Development; Student Financial Aid; *Training Allowances
IDENTIFIERS- Individual Learning Accounts (United Kingdom); *Individual Training Accounts; United Kingdom; United States

To explore options to establish Federal Individual Training Accounts (ITAs), a study reviewed Pennsylvania's Individual Learning Accounts, Cedar Company's Individual Learning Accounts, ITAs under the Workforce Investment Act, and the United Kingdom's Individual Learning Accounts. ITAs were defined as a base amount of resources--dollars or hours--set aside for the use of individual employees for their learning and development. ITAs could provide them more choice and the opportunity to be more proactive in identifying and determining how to meet their development needs and could provide managers flexibility to design development programs customized to the organization's and employees' needs. Other options for ITAs were service contracts; contributions tied to length of service; education awards; training fund set-asides; and reimbursement programs. The study determined that addressing certain issues would provide the basis for determining feasibility of a government-wide implementation, considering the differences between training and learning; training as part of an organizational system; equitable training for all employees; ITA as entitlement or benefit; portability of ITAs; and financing ITAs across all departments and agencies. The following recommendations were made regarding ITAs in the federal government: goals of the proposed initiative should be broadened to support lifelong learning; and agencies should pilot lifelong learning approaches to identify best practices. (YLB)

ED 447 333   CE 080 981

Lavoie, Marie; Therrien, Pierre
Employment Effects of Computerization, 1971-1991. Working Paper Series .
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computers; Developed Nations; *Education Work Relationship; Educational Needs; Emerging Occupations; Employment; *Employment Patterns; Foreign Countries; *Industrial Structure; Job Development; Job Skills;

ED 447 349 CE 081 013

Student Outcomes Survey: In Summary. Statistics, 2000.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Programs; Comparative Analysis; *Education Work Relationship; *Educational Attainment; Employment Level; *Employment Patterns; Entry Workers; Females; Foreign Countries; Geographic Regions; Graduate Surveys; Males; National Surveys; *Outcomes of Education; Part Time Employment; Postsecondary Education; *Salary Wage Differentials; Skill Development; Skilled Occupations; Tables (Data); Technical Institutes; Two Year Colleges; Unemployment; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The 2000 Student Outcomes Survey was a national survey of students who undertook vocational education and training (VET) during 1999 at a technical and further education (TAFE) institute in Australia. Questionnaires mailed to stratified, randomly selected samples of graduates and module completers yielded national response levels of 55.8% and 51.5%, respectively. The following were among the main findings: (1) 89.2% of the TAFE graduates were employed or in further study after their course, and 76.0% were employed after their training; (2) 71.0% of TAFE module completers were employed after their training; (3) 66.7% of graduates and 62.8% of module completers rated the overall quality of their TAFE training as 8 or higher on a 10-point scale; (4) of those who were unemployed before their training, 49.8% of the TAFE graduates and 41.1% of the TAFE module completers found work after their training; (5) of those who were employed before their training, 21.9% of TAFE graduates and 13.1% of TAFE module completers moved to a higher skilled occupation after their training; and (6) for 26.0% of employed TAFE graduates, the job they held on May 26, 2000, was their first full-time job. (Twenty-four tables/figures are included.) (MN)

ED 447 350 CE 081 014

Doucouliagos, Chris; Sgro, Pasquale
Enterprise Return on a Training Investment.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Comparative Analysis; Corporate Education; Corporations; *Cost Effectiveness; Data Analysis; Data Collection; *Education Work Relationship; Educational Benefits; Educational Finance; Evaluation Methods; Foreign Countries; *Job Training; Models; Multivariate Analysis; Nonprofit Organizations; *Outcomes of Education; Postsecondary Education; Pretests Posttests; Private Sector; Program Costs; Program Evaluation; Public Sector; Research Methodology; *School Business Relationship; Tables (Data); Training Objectives; *Vocational Education
IDENTIFIERS- *Australia; Multinational Corporations; *Return on Investment

The return on investment (ROI) obtained by enterprises that invest in training was examined through case studies of seven

(4) competencies. It has been suggested that the first year on the job is so critical that failure to achieve success can negatively impact an individual's career for many years. To counter this situation, preparation should begin in the junior year when a student's interest in a major is gaining strength and when there is time to experience curricular and co-curricular activities. Students need to be challenged to consider their basic assumptions about cultural differences between college and workplace, about cognitive growth, about what constitutes intelligent behavior, and the role of competencies. (Contains 17 references; 1 figure, 3 appendixes; and 2 tables.) (JDM)

ED 447 369   CG 030 454

Carducci, Bernardo J.
Undergraduate Training and Skills for Careers outside Psychology.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (108th, August 4-8, 2000, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Planning; *College Students; Educational Objectives; *Employment Opportunities; Faculty Advisers; Higher Education; Majors (Students); Psychology; Relevance (Education); *Undergraduate Study

Many potential psychology majors are electing to pursue degrees in other disciplines that appear to have greater market value in the current employment environment. Providing psychology majors with the skills and knowledge necessary to compete successfully with business majors for entry-level employment opportunities in a variety of business careers can reverse the trend. As a means of preparing psychology students for careers in business, four areas need to be considered: (1) the basic skills needed by psychology majors to be successful in business careers; (2) some of the basic decisions psychology majors need to make when seeking a business career path; (3) a curriculum strategy for psychology students interested in business careers; and (4) how faculty advisors can become more involved in the business community. Advisors of psychology students need to help them explore other possible careers in personnel, staff development, and marketing research as ways of finding employment with a psychology degree. (JDM)

ED 447 370   CG 030 455

Clark, M. Diane; Petras, Hanno; Kellam, Sheppard
Suspended: Girls in Trouble.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, MD.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (108th, August 4-8, 2000, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; At Risk Persons; Black Students; *Elementary Education; *Expulsion; *Females; Longitudinal

DESCRIPTORS- *Adolescents; Cooperation; *Counseling Techniques; *Counseling Theories; *Counselor Client Relationship; *Counselor Training; Intervention; Self Concept; *Youth Problems

This book is written for practitioners who work with or are considering working with challenging youth. It has a narrative style with limited use of psychological nomenclature so as to appeal to a variety of practitioners. The book describes the following six principles and beliefs as distinguishing effective counseling: (1) a therapeutic relationship is essential with challenging youth; (2) ongoing helper self-awareness and self-evaluation are critical for relationship building; (3) counselors must first meet youth where they are before trying to help them change; (4) a balance of support and challenge are necessary for a therapeutic relationship to grow; (5) problems and solutions are best framed in creative, constructive, caring ways; and (6) systemic, collaborative preventive approaches tend to be more fruitful than isolated approaches. Chapter One makes the distinction between challenging youth and those with a significant character disorder who may warrant a different professional response than that described in this book. It also describes the major theoretical influences used in the book. Chapters Two through Six are formatted around the six principles of what makes an effective counselor. In addition, Chapter Three provides 12 lessons to help professionals engage adolescents early in the relationship. Chapter Four describes the importance of offering support and challenge in the helping relationship. Chapter Five offers specific lessons that focus on looking beyond the behavior to avoid escalating the cycle of aggression. Chapter Six shares a variety of lessons for promoting a community-wide, collaborative approach for effective interventions with challenging youth. Chapter Seven reiterates the importance of concentrating on the six principles more than the specific techniques. (Contains 191 references.) (JDM)

ED 447 391   CG 030 504

Dinkmeyer, Don; Dreikurs, Rudolf
Encouraging Children To Learn.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Children; Elementary Education; *Elementary School Students; Helping Relationship; Learning Processes; *Parent Attitudes; *Self Motivation; *Teacher Attitudes
IDENTIFIERS- Discouragement; Educational Encouragement; *Encouragement

Most people consider encouragement as a supplementary aspect of their correctional efforts and do not recognize its pivotal significance. New methods are needed to stimulate and influence children, and few parents and teachers are acquainted with skills in the use of these methods. This book provides the material on the philosophy and skill of encouragement and is designed for parents and school personnel. Chapter One discusses development of the personality, while Chapter Two discusses a child's development. Chapter Three defines discouragement and delves into competition within the family. Chapter Four presents the principles of encouragement, methods differences, to design early reading instruction, and to decide what, when, and whether to provide it. In order to develop and expand research and knowledge about emerging literacy, the paper recommends defining literacy more broadly to include linguistic and nonlinguistic communication. It also recommends changes in research methodology: (1) researchers can no longer generalize findings to all students but must examine a wider range of social, political, economic, and cultural understandings of literacy; and (2) researchers must move away from concepts like high vs. low and discover the strengths, factors of resilience, and ways in which students from underrepresented populations can be successful in school. Contains approximately 200 references (Author/RS)

ED 447 411 CS 013 620

Zhao, Yong; Englert, Carol Sue; Chen, Jing; Jones, Su Chin; Ferdig, Richard
TELE-Web: Developing a Web-Based Literacy Learning Environment. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Figures (screen captures from TELE-Web) may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Computer Assisted Instruction; Educational Technology; *Literacy; Primary Education; Program Descriptions; *Reading Instruction; *World Wide Web; *Writing Instruction
IDENTIFIERS- *Web Based Instruction

This paper describes the development of a Web-based literacy learning software application, Technology Enhanced Learning Environment on the Web (TELE-Web). TELE-Web was developed based on the curriculum of the Early Literacy Project (ELP), an existing literacy program for elementary school students. In describing the development of TELE-Web, the paper adopts an emerging perspective on technology and established practices in education and literacy. This perspective explores how technology is affected by literacy practices in educational contexts, instead of concentrating only on technology's impact on practice. The paper is divided into five sections: the first section discusses the established practice, particularly the literacy goals and the believed effective approach to reaching the goals; the second section describes how technology extends the existing practice; the third section examines the affordances and constraints of the technological innovation to be applied; the fourth section describes the results of the dialogue between technology and established practices--the product; and the fifth section summarizes the discussions and concludes the paper. Contains 32 references and 4 figures representing screen images from TELE-Web. (RS)

ED 447 412 CS 013 621

DeBruin-Parecki, Andrea
Assessing Adult/Child Storybook Reading Practices. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.

states, as well as in Mexico. Evidence suggests that students need a minimum of 70 sessions for any gain in reading level, and that the program is much more successful using paid tutors. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 433   CS 014 127

Reading Recovery.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Grade 1; *High Risk Students; *Instructional Effectiveness; Instructional Materials; Primary Education; Program Content; Program Descriptions; Reading Difficulties; *Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading; Tutorial Programs
IDENTIFIERS- *Reading Recovery Projects

This paper provides an overview of Reading Recovery, a preventative one-on-one tutoring program that targets first-grade students whose reading skills place them in the lowest 10-20% at their school. First implemented in the United States in 1986, by 1995-96, the program was being used by over 9,000 schools in 2,940 districts. Key components of the program include: diagnostic survey, tutoring sessions, teacher training, rereading of books introduced in previous lessons, independent reading of the preceding lesson's books while the teacher records errors, learning about letters, learning about sounds and how words work and are written, writing a story, and introducing and reading new books. Students receive 30 minutes of daily one-on-one tutoring by a specially trained, certified classroom teacher. Reading Recovery is supplemental to classroom instruction and lasts an average of 12-20 weeks. Students conclude the program when they can read at a level comparable to the average at that school and know how to use reading strategies. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (Contains 15 references.) (SR)

ED 447 434   CS 014 128

Soar to Success.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Program Content; Program Descriptions; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading

This paper provides an overview of Houghton Mifflin's Soar to Success, a commercially published intervention program designed to accelerate reading growth for students reading below grade level in grade 3 and above. Soar to Success uses fast-paced, literacy program known as Frameworks as the staff development component for their 3-year literacy initiative. The program has two modules: the teacher module of the Frameworks program focuses on developing links between current literacy theory, teacher learning and classroom practice, while the student module focuses on three measures of student literacy acquisition implemented in the classroom by classroom teachers. In this paper, the authors explore the changes reported by both teachers and students in a range of areas, including knowledge of literacy teaching and learning, changes in classroom practices and in assessment practices. The paper also discusses some of the methodological issues used in the initial study. As a result of the initial research, a 3-year Industry grant (SPIRT, Strategic Partnerships with Industry--Research and Training) has been awarded by the Australian Research Council to assist the University of Wollongong and the Catholic School Office, Broken Bay Diocese, to complete further research in this area. This research aims to explore the links between teacher learning, student learning, and classroom practice. The paper discusses some of the theoretical and practical issues that have arisen in relation to early literacy development. Contains 39 references, and 4 figures and 4 tables of data. (Author/NKA)

ED 447 454 CS 014 151

Fielding-Barnsley, Ruth
Reading Disability: The Genetics Connection and Appropriate Action.
PUB DATE- 00
NOTE- 6p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000). Based on a talk at the Australian Association for Research in Education Conference (Brisbane, Queensland, Australia, June 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dyslexia; *Early Intervention; Elementary Education; Foreign Countries; *Genetics; Literature Reviews; *Reading Difficulties; Reading Research; *Remedial Reading
IDENTIFIERS- Orton Gillingham Tutorial Program

This paper presents an overview of recent findings relating to the influence of genetics on reading disability. The paper questions the appropriateness of the etiology of reading disability and its possible relevance to remediation. It finds that early identification of children who are at risk of reading failure due to a genetic cause could help avoid the cycle of failure on entering school and that early intervention programs that incorporate the use of multi-sensory input, such as the Orton Gillingham program, can have beneficial effects. The paper also notes that a history of dyslexia in a family is a risk factor but does not indicate that a child will necessarily be dyslexic. Contains 10 references. (NKA)

ED 447 455 CS 014 152

Wells, Lauren Rabb; Blendinger, Jack; Greene, Diane
An Investigation of the Success for All Reading Program.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY,

Motivating Recreational Reading and Promoting Home-School Connections: Strategies from "The Reading Teacher."
PUB DATE- 00
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Family School Relationship; *Parent Participation; Reading Attitudes; *Reading Motivation; *Recreational Reading
IDENTIFIERS- Reading Teacher (Journal); Student Engagement

Most educators recognize the importance of home-school connections, especially for the development of engaged and enthusiastic readers. This collection of 33 articles published in "The Reading Teacher" from 1993 to 1999 presents the "best of the best" classroom-tested ideas and approaches for increasing student motivation for reading and developing and maintaining home involvement in reading. Articles in the collection are: "Host a Poetry Spectacular!" (Margaret Hoagland); "Why Was the Elephant Late in Getting on the Ark?" (Francis E. Kazemek); "Riddles: Fun with Language across the Curriculum" (Rita Buchoff); "Motivating Children to Read More Nonfiction" (Mariam Jean Dreher); "Book Commercials" (Tammy N. Adams and Edward J. Dwyer); "Jackdaws Improve Reading Attitudes" (Joan Gibbs); "Kindergartners 'Choose' to Read" (Alayna M. Henderson); "Cooperative Group Rotation" (Betty Mermelstein); "'I Know that Book's Here Somewhere!': How to Organize Your Classroom Library" (Hollie Brooks); "Creating a Culturally Sensitive Classroom Library" (Danny Brassell); "Helping Children Use the Classroom Library" (Pat Prill); "Workshop Pedagogy--From Concrete to Abstract" (Arne Trageton); "Language Master Redux" (Arne E. Sippola); "Flashlight Reading: Making the Reading Process Concrete" (Larry W. Rennick and Karen M. Williams); "Reading Millionaires--It Works!" (Nancy L. Baumann); "Active Reading through Fanny Books" (Jane Brown and Slenda Haynes); "'Hello, Mrs. Willman, It's Me!' Keep Kids Reading Over the Summer by Using Voice Mail" (Ann Teresa Willman); "Books and Buddies: Peers Tutoring Peers" (Elizabeth Kreuger and Brenda Braun); "'I'm Here to Help--What Do You Want Me To Do?': A Primer for Literacy Tutors" (Carol J. Hopkins); "Reading Buddies: A First-Grade Intervention Program" (Carol Caserta-Henry); "Parents, Buddy Journals, and Reader Response" (Pamela Klobukowski); "Reading Coaches: An Alternative to Reading Tutors" (Barbara A. Wasik); "Even Though We Have Never Met, I Feel I Know You: Using a Parent Journal to Enhance Home-School Communication" (Ellen M. Finnegan); "Summer Reading Pals" (Beverly Jean Borduin and Elizabeth Durie Cooper); "Classbooks: Linking the Classroom to the Home" (Laura Lee Scott); "Children's Books to Develop Phonemic Awareness" (Michael F. Opitz); "Family and Community Involvement: The Bedrock of Reading Success" (Robert B. Cooter, Jr., Earlene Mills-House, Peggy Marrin, Barbara A. Mathews, Sylvia Campbell and Tina Baker); "Breaking the Parental Barrier" (Andrea L. Burkhart); "Motivating Children's At-Home Reading with Book Swaps" (John Michael Sawyer); "A Celebration of Reading: How Our School Read for One Million Minutes" (Sherrell Shanahan, Judy Wojciechowski and Gina Rubik); "Identifying and Supporting Low-Literate Parents" (Susan K. Bohler; Karen L. Eichenlaub; Sandra D. Lineken; Debroah A. Wallis); "Latinos/as and Families: Books to Enhance Reading Togetherness" (Isabel Schon); and "Can We Read You Our Story? The Tale of a School-Public Library Partnership" (Marianne C. Saccardi). Appendixes

ED 447 490   CS 217 286

Hannaford, Christine B. D.
Hereisthehouse: Critical Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Dream; *Black Family; *Cultural Context; Literary Criticism; *Novels; *Racial Bias
IDENTIFIERS- *Bluest Eye (The); Dystopia; *Morrison (Toni); Textual Analysis

Toni Morrison's vision of America juxtaposes the rubble and rabble of a silent, screaming America against an affluent America that cannot hear. In "The Bluest Eye" she offers a poignant portrayal of the bastardization of the American Dream: opportunity has become entitlement, success has been translated in currency. This paper analyzes the text of Morrison's novel, which tells the story of the Breedlove family. The paper views Pecola Breedlove as the most tragic character and finds that the novel chronicles Pecola's futile struggle against an assault that she cannot identify and that she certainly cannot understand--the silent assault of racism. Each chapter of the novel is introduced with an excerpt from "Dick and Jane," the primary school basal reader in which all children live harmoniously and prosperously with Mother and Father in a tidy little house. In "The Bluest Eye" Morrison does not prescribe a panacea for the dystopian ills of American society but offers up conflict, injustice, inequality, abuse, prejudice, intolerance, and inhumanity for the reader's critical examination. (NKA)

ED 447 491   CS 217 287

Mills, Wayne F.
Thirty Years of New Zealand's Children's Literature (1970-1999).
PUB DATE- 00
NOTE- 12p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Elementary Secondary Education; Foreign Countries; *Literary History; Publishing Industry
IDENTIFIERS- Book Awards; Literary Awards; *New Zealand; *New Zealand Literature

In 1970 New Zealand had a small output of just 15 titles in children's literature. But much has happened over the last 30 years to ensure that New Zealand literature for children has an established footing: authors known and unknown have been encouraged to write, and publishers have been encouraged to seek the highest production standards. This paper explores some of the significant developments in children's literature in New Zealand. The paper first considers the establishment and conferment of various children's book awards. It then discusses organizations such as the Children's Literature Association, founded in 1969 with the express aim of promoting the best books for children, and the New Zealand Children's Book

PUB DATE- 00
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Audiovisual Aids; Communication Apprehension; *Communication Skills; Higher Education; *Public Speaking; *Scientific and Technical Information; Speech Instruction; *Technical Writing
IDENTIFIERS- *Technical Communication; Visual Communication

Integrating theory and practice, this book is designed to teach presentation skills to students of technical communication, whose careers will involve making complex scientific and technical information accessible to a variety of audiences (including lay audiences). It focuses exclusively on technical communication and provides a rich, interdisciplinary approach to the subject. The book uses a rhetorical approach and balances it with some specific examples and outlines to provide a useful tool for learning about oral presentations in technical communication. After a preface, chapters in Part One, Presenting You, Presenting Your Message, are: (1) Oral Presentations in the Realm of Science and Technology; (2) Dealing with Nervousness; (3) Ethos, Memory, and Delivery; and (4) Other Techniques to Build Confidence. Chapters in Part Two, Audience, Purpose, Beginnings, Endings, are: (5) Know Your Audience; (6) Know Your Purpose; (7) The Importance of Strong Introduction and Conclusion; and (8) The Body of Your Presentation and How to Find Information. Chapters in Part Three, Types of Technical Presentations, are: (9) Presentations That Inform; (10) Presentations That Persuade and Convince; (11) Presentations that Offer a Strategy or Action Plan; and (12) Presentations That Explain How to Perform a Task. Chapters in Part Four, Science, Technology, and Non-Expert Audiences, are: (13) Technical Presentations: Beyond Efficiency; (14) Shifting Science and Technology to the Public; (15) Using Analogy to Explain Technical Ideas; and (16) Visual versus Verbal Communication. Chapters in Part Five, Presentations and Technologies, are: (17) Using Presentation Software; (18) Other Technologies for Oral Presentations; (19) Can I Use This Clip Art? Legal and Ethical Issues When Creating Presentations; and (20) Privacy, Censorship, and Oral Presentations. (RS)

ED 447 511   CS 510 327

Dombrowski, Paul
Ethics in Technical Communication. The Allyn & Bacon Series in Technical Communication.
PUB DATE- 00
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Method (Teaching Technique); Class Activities; *Ethical Instruction; *Ethics; Higher Education; *Rhetoric; *Technical Writing; Textbooks

Arguing that ethics is an important part of technical communication, this book discusses ethics in the broad sense including not only the act of communication but also where technical information came from and how it likely will be used.

a theoretical perspective). The study focused specifically on the messages participants provided as the basis for their responses to the scenarios. This current study summarizes the results of that analysis and examines larger implications of the findings. Participants, 63 African-American and 60 European-American college students, responded to 6 scenarios. The rationales underlying the decision to employ a given strategy were of primary importance in this aspect of the study. Participants were asked to report their reasons for using a given strategy and their goals in each situation; rationales and goals were evaluated jointly. This issue was explored further during one-on-one interviews with 20 of the students. Consistent with the first (earlier) part of the study, this aspect of the study illustrated the need to consider a number of variables when developing communication theories and models to avoid oversimplifying the relationship between culture and communication. The rationales and the interview data reveal that numerous factors lead to similarities and differences in communication across cultures. Contains 2 tables of data and 20 references. Appended are "scenarios," coding indices for rationales, and interview questions. (NKA)

ED 447 532 CS 510 446

Weldon, Rebecca A.
Assessing the Effectiveness of Basic Interpersonal Communication Training in a Sixth Grade Population using Measures of Argumentativeness and Verbal Aggressiveness.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Grade 6; *Instructional Effectiveness; Intermediate Grades; *Interpersonal Communication; Sex Differences
IDENTIFIERS- *Argumentativeness

Continuing work led by D. A. Infante, A. S. Rancer, and C. J. Wigley, (i.e., Infante, 1982, 1992, 1996) and others, on argumentativeness and verbal aggressiveness, this study utilizes two instruments recently adapted for use with adolescent populations (A. J. Roberto & M. Finucane, 1997) to assess the effectiveness of communication training. A unique training program was developed and administered to 314 sixth graders, with pre- and post-training assessment. Analysis supports the findings of previous studies indicating that students' scores of both argumentativeness and verbal aggressiveness increased after training. Sex differences are also discussed, along with suggestions for future training and research. Contains 18 references and 2 tables of data. (Author/RS)

ED 447 533 CS 510 447

Burford, Vicki Niemants; Gross, Daniel D.
Caring On-Line: On-Line Empathy, Self-Disclosure, Emotional Expression, and Nurturing.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).

(Joseph D. Denny); "The Theory Is the Press: A View of the Press as Developer of Informal Theory" (Robert Pennington); "Media Influences on Voter Learning, Cynicism, and the Vote in an Off-Year Issue Election" (Glenn Leshner and Maria E. Len-Rios); "Political Distance and Message Desirability: Three Studies of Political Advertising and the Third-Person Effect" (Patrick Meirick); "Substantive and Affective Attributes on the Corporate Merger Agenda: An Examination of Second-Level Agenda-Setting Effects" (Joon-Soo Lim); "Optimistic Bias and the Third-Person Effect: Public Estimations of Y2K Effects on Self and Others" (Michael B. Salwen and Michel Dupagne); "Effects of Communication on Economic and Political Development: A Time Series Analysis" (Kim A. Smith); and "Internet Use and Media Preferences of College Students" (Bonnie Bressers and Lori Bergen). (RS)

ED 447 553 CS 510 470

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Miscellaneous.
PUB DATE- 00
NOTE- 112p.; For other sections of this proceedings, see CS 510 451-469.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Distance Education; Foreign Countries; Higher Education; *Journalism Education; Photojournalism; *Public Relations
IDENTIFIERS- Great Britain; Knowledge Gap Hypothesis; Media Coverage; Visual Communication

The Miscellaneous section of the proceedings contains the following four papers from the Media and Disability Interest Group, Public Relations Division, and the Visual Communication Division: "Technology and the Knowledge Gap: Two Barriers to Distance Education for the Person with a Disability" (Jeffrey Alan John); "Hoddle's Twaddle: Defining Disability through British Sports Coverage" (Beth A. Haller and Sue Ralph); Mythic Battle: Examining the Lawyer-Public Relations Counselor Dynamic" (Bryan H. Reber, Fritz Cropp, and Glen T. Cameron); and "John-John's Salute: How a Photographic Icon Influenced Journalistic Construction of Reality" (Meg Spratt). (RS)

ED 447 554 CS 510 471

Buss, Kathleen, Ed.; McClain-Ruelle, Leslie, Ed.
Creating a Classroom Newspaper.
PUB DATE- 00
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Content Area Writing; Elementary Education; *Journalism Education; Language Arts; *News Writing; Newspapers; Student Publications; Units of Study; *Writing Instruction
IDENTIFIERS- Newspaper in Education Program

Based on the premise that students can learn a great deal by reading and writing a newspaper, this book was created by preservice instructors to teach upper elementary students (grades 3-5) newspaper concepts, journalism, and how to write

Relationship; *Principals; Recognition (Achievement); Teacher Administrator Relationship; *Writing (Composition)
IDENTIFIERS- *Compact Disk Interactive

This work's 124 sample letters and accompanying CD-ROM provide templates for important letters busy principals often do not have time to prepare. Chapter 1, "Thank-You Letters," includes 14 letters for staff, students, parents, guest and conference speakers, and donations. Chapter 2, "Appreciation Letters," contains seven letters for staff, volunteers, and business partners. Chapter 3, "Congratulations Letters," provides 24 letters for teachers, parents, students, news release, teachers, coaches, and staff. Chapter 4, "Sympathy Letters," offers two examples, which should be handwritten. Chapter 5, "Get-Well Letters," contains four letters for accidents, surgeries, and family illness. Chapter 6, "Welcome Letters," offers 16 letters for students, parents, neighbors, and staff. Chapter 7, "Information and Procedures Letters, Memos, Forms, and Announcements," includes 23 letters for parents, staff, teachers, and students for safety, field trips, emergencies, grading, achievement, athletics, supplies, upcoming changes, news releases, summer school, graduation, and end-of-year forms. Chapter 8, "Discipline Letters and Forms," provides letters to parents for tardies, infractions, warning, bus misbehavior, and suspension. Chapter 9, "Letters Acknowledging Complaints," contains 4 letters for written, telephone, book, and ongoing complaints. Chapter 10, "Recommendation Letters," provides 10 letters for teachers, students, staff, and awards. Chapter 11, "Job Application Letter," includes a letter for principals applying for a new job. Chapter 12, "Special Event Invitations," offers 12 letters for open houses, parent-teacher conferences, workshops, planning meetings, fundraising, and business donations. Chapter 13, "Opening Comments for Special Events," contains 7 letters for open houses, award and special ceremonies, speaker introductions, conferences, and nominations. (TEJ)

ED 447 573 EA 030 723

Rankings & Estimates: Rankings of the States, 1999 and Estimates of School Statistics, 2000.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Budgeting; Comparative Analysis; *Compensation (Remuneration); *Data Collection; Data Interpretation; Educational Finance; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Financial Support; *Population Trends; Resource Allocation; Retirement Benefits; School Demography; *School District Spending; State Agencies; State Legislation; State Norms; State Programs; Tables (Data); *Trend Analysis
IDENTIFIERS- *National Education Association

The data presented in this National Education Association report provide facts about public educational resources committed by local, state, and national governments for state and local affiliates, researchers, policymakers, and the public as a tool to examine public education services. Regardless of state-by-state variations, improvements in public education can be measured by summary statistics. Part I, "Rankings 1999," contains rank-ordered statistics for the 50 states and the District of Columbia that identify emerging economic, description of the education system, the management of education, access to education and school enrollment, problems and challenges, educational reform in Thailand, directions toward reform, and key educational statistics and basic data. (Contains 10 references.) (DFR)

ED 447 594 EA 030 753

Education Management Profile: People's Republic of China.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Demography; *Educational Administration; *Educational Change; Elementary Secondary Education; *Enrollment; *Equal Education; Foreign Countries; Public Schools; Special Classes
IDENTIFIERS- *China

This education management profile of the People's Republic of China contains the following: basic information about the country, key educational indicators, brief comments about the country, a description of the education system, the management of education, access to education and school enrollment, problems and challenges, educational reform in China, directions toward reform, and key educational statistics and basic data. (Contains 10 references.) (DFR)

ED 447 595 EA 030 755

Fagnoni, Cynthia M.
Elementary and Secondary Education: Flexibility Initiatives Do Not Address Districts' Key Concerns about Federal Requirement. Testimony before the Committee on Education and the Workforce, House of Representatives.
PUB DATE- 00
NOTE- 13p.; For related report on flexibility initiatives, see ED 426 493.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Equal Education; *Federal Programs; *Federal Regulation; *Financial Support; *Flexible Scheduling; Government Publications; Public Schools; School Districts; School Safety
IDENTIFIERS- *General Accounting Office

This testimony about how federal requirements affect local school districts focuses on three major issues: (1) the major federal requirements that affect school districts; (2) the issues school districts face in implementing these requirements; and (3) recent initiatives by the Congress and the Department of Education (DOE) to provide flexibility to school districts. To obtain information on the impact of federal requirements, the General Accounting Office (GAO) interviewed officials from 87 school districts, located primarily in 3 states--Massachusetts, Pennsylvania, and Louisiana. The GAO also interviewed representatives from federal and state agencies and from 15 major education associations. In addition, the GAO analyzed federal laws, regulations, and program guidance, as well as district and state documents and data from the DOE. The study focused on the 36 major federal programs and mandates that school district staff, education experts, and the literature

An online survey investigated the development of alternate assessments for students with disabilities who cannot participate in state and district-wide assessment programs. Responses from all 50 states, American Samoa, Bureau of Indian Affairs, Marshall Islands, Virgin Islands, and Washington, D.C. found there is a divergence in who is involved in the development of alternate assessments that is reflected in the nature of the standards and the approach taken by states. While many states included state and local special and general educators in the design of their alternate assessment systems, a small number viewed alternate assessment development as a special education initiative. The most prevalent alternate assessment approach is the collection of a body of evidence that assesses functional indicators of progress toward state standards using a variety of performance-based assessment strategies. Nine states plan to base their alternate assessment on separate standards or skill sets that are not linked to general education standards. Although only a few states are actually implementing their alternate assessments statewide, most states are close to being ready to do so. The survey found that the areas of greatest need for development are scoring procedures and how data will be reported. (Contains 10 references.) (CR)

ED 447 614   EC 308 103

Thurlow, Martha; Wiener, Daniel
Non-Approved Accommodations: Recommendations for Use and Reporting. NCEO Policy Directions, Number 11.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Policy Formation; *Scores; *State Regulation; *Student Evaluation; Test Interpretation; *Testing
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report is designed to assist states and districts as they consider the issues surrounding the use of non-approved testing accommodations for students with disabilities, including changes in test setting, timing, scheduling, presentation, or response. Recommendations are provided for ways to use and report data from assessments taken with non-approved accommodations. The report reviews current state policies on allowable and non-allowable accommodations and implications of current practice. A chart illustrates the terms used for test changes in different states. When deciding what to do about the use and reporting of non-approved accommodations, states are urged to consider: (1) whether and under what circumstances students are permitted to use non-allowed accommodations; (2) how tests taken with non-allowed accommodations will be counted for system accountability and student accountability; and (3) how scores will be reported. It is recommended that states permit students with disabilities to use non-allowed accommodations, record these accommodation requests at the state level and track the extent of their use, and collect and groups in response to assessed needs and requests; (2) provided training to families and professionals; (3) collaborated with the California Department of Education in the facilitation of systems change; (4) provided newsletters and other information on deaf-blindness; (5) encouraged family and professional collaboration; and (6) provided fact sheets, videos, and manuals. The final report discusses activities of the project, accomplishments, challenges encountered and overcome, and implications for policy, practice, and research. Appendices include examples of fact sheets, translated materials, flyers, agendas, and technical assistance notes. Four videotape recordings of satellite broadcast training sessions are also included: "The Use of FM Systems with Children Who Are Deaf-Blind" (Barbara Franklin and others, presenters); "Adapting and Modifying Curriculum in Inclusive Classrooms" (Kathy Gee and others, presenters); "Transition from School to Work: Preparing Students for Success in the Workplace" (Jane Everson and others, presenters); and "Learning To Communicate: Strategies for Interacting with Infants Whose Multiple Disabilities Include Vision and Hearing Loss" (Deborah Chen and Gretchen Hester, presenters). (CR)

ED 447 633   EC 308 122

Gugerty, John, Ed.; Knutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges. Program Accessibility Committee, Florence-Darlington Technical College, Florence, South Carolina.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 48p.; For related Wisconsin University disability documents, see EC 308 123-127. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Admission (School); Community Colleges; *Compliance (Legal); Educational Policy; Equal Education; Institutional Characteristics; *Severe Disabilities; *Student Personnel Services; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Florence Darlington Technical College SC

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Florence-Darlington Technical College (FDTC), in Florence, South Carolina. The key feature of the FDTC approach is the development of the Program Accessibility Committee (PAC). The PAC recommends appropriate action to the administration to ensure access into FDTC by students with disabilities, reviews requests made by students with disabilities for entry into specific curricula, recommends any appropriate accommodations that might be necessary to assure entry into FDTC, recommends to the administration modifications to the physical facilities and other appropriate accommodations, and monitors compliance with federal laws. The report discusses the mission, goals and objectives of FDTC, significant features other PAC, key factors that make FDTC's approach effective, and evaluation results

5 hours on alternating days at HBOI in a fast paced, rigorous research environment applying technologies that are integrated with the IB curriculum. Students conduct experiments, collect data for scientists, participate in internships, and complete essays. The information packet includes a program description, brochure, materials, and an application. (CR)

ED 447 651   EC 308 140

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. The Mott Hall School for Advanced Studies in Math, Science and Technology (New York).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 45p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Black Students; Career Education; *Career Exploration; *College School Cooperation; Education Work Relationship; Females; Hispanic American Students; Internship Programs; Mathematics Instruction; *Mentors; Middle School Students; Middle Schools; *Minority Group Children; Problem Solving; Program Design; Research Projects; Science Careers; Scientists; Urban Schools
IDENTIFIERS- African Americans; Disproportionate Representation (Spec Educ); New York

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: the Mott Hall School for Advanced Studies in Math, Science, and Technology in New York. This innovative Harlem middle school stresses community-based partnerships and mentoring to develop leaders in mathematics, science, and technology. The Mott Hall School services 450 gifted students (grades 4-8) who are 80 percent Latino, 17 percent African American, and over 60 percent female. The STARS (student apprenticeships in research) model for 7th and 8th graders exposes underrepresented minorities and girls to careers in mathematics and science. In 7th grade, students have scientists as mentors, become proficient in the scientific method of inquiry, and learn about science and technology careers. In 8th grade, 50 students have intensive, 8-month internships with science mentors and college students. The information packet includes a description of the different activities at the Mott Hall School and relevant articles. (CR)

ED 447 652   EC 308 141

Gifted Education/School-to-Work-Models: Best Practices and Unique Approaches. The Mentor Program (Minnesota).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 73p.; For related gifted education/school-to-work documents, see EC 308 120, EC 308 132-142. 308 142.
LANGUAGE- English

IDENTIFIERS- Business Plans
This manual provides information to help charter schools navigate the facility development process, including worksheets that can be customized to suit a particular school's needs. Sections cover how facility planning fits into business planning for charter schools, review a process for assessing a school's facility needs, and summarize how to select a site and compare those found. Additionally, the manual includes an overview of construction and budgeting issues for a facility project, reviews sources of financing a project, provides a project timeline, and offers a glossary of terms to clarify technical issues in the facility development process. Appendices contain model forms for developing operating and capital budgets, balance sheets, cash flow projections, and a sample application for a National Cooperative Bank (NCB) Development Corporation charter school loan. (GR)

ED 447 673 EF 005 798

School Facilities Manual. Revised Fourth Edition.
PUB DATE- 00
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bids; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Guidelines; Public Schools; *School Construction; Site Selection; State Aid
IDENTIFIERS- Washington
This Washington State manual explains the full spectrum of activities involved in the planning, design, and construction of successful and cost-effective projects for school facilities. Chapters cover advance planning; financing; site selection; educational specifications; consultant selection; school design; bidding, evaluation, and award of construction contracts; the construction, closeout, acceptance, and occupancy process; and planned facility management. Included is an explanation of the procedures school districts must follow to apply for and receive state funds for school planning, design, and construction. Appendices contain a glossary and addresses for associations and state agencies involved in school facility planning, construction, and finance. (GR)

ED 447 674 EF 005 799

Haynes, Doug; Hood, John
There Are Better Ways. Building Smaller, Safer, Effective and Efficient Public Schools. New Ideas for School Construction in North Carolina and a Model for Implementation. New Ideas, Number 1.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Schools; *Educational Facilities Planning; Elementary Secondary Education; Ownership; Public Schools; *School Construction; *School Safety; *School Size; School Space

notes, and video tapes from ESL, TBE, grade level, and whole school contexts. Teachers, parents, and students were interviewed. It is concluded that a grade-level clustering model for instruction of TBE students would be the most effective option as it would provide for a more integrated learning experience and less fragmented day. It also affords greater opportunities for teacher collaboration. (Contains 13 references. (KFT)

ED 447 698   FL 026 474

Darhower, Martin Lynn
Synchronous Computer-Mediated Communication in the Intermediate Foreign Language Class: A Sociocultural Case Study.
PUB DATE- 00
NOTE- 249p.; Doctoral Dissertation, University of Pittsburgh.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Class Activities; *Classroom Communication; *Computer Mediated Communication; *Computer Uses in Education; Discourse Analysis; Elementary Education; Instructional Innovation; *Internet; Middle Schools; Second Language Instruction; Second Language Learning; Spanish; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Chat Rooms; Vygotsky (Lev S)

Synchronous computer-mediated communication (CMC), more commonly known in the Internet world as "chatting," has become an increasingly popular way to communicate for a variety of purposes. While CMC is still primarily recreational in character, educators are waking up to the possibilities of harnessing this activity for pedagogical purposes. The purpose of this study is to investigate the interactional and linguistic features of communication among intermediate level Spanish learners and their teacher in a synchronous CMC context. The study evoked some of the fundamental constructs of Vygotskian sociocultural theory in order to describe and explain how learners and their teacher collaborated with each other to co-construct meaning in chat rooms. General patterns of learner-learner and learner-teacher interaction were analyzed, as well as learner and teacher perceptions of the use of chat as a language learning tool, and finally, changes in learner output over time. The study found the following: (1) learners appropriated the chat room environment to create their own community of language practice in which they significantly influenced the tasks assigned to them; (2) learners and teacher had a variety of perceptions regarding the use of chat rooms in a second language learning class, which brought an "emic" perspective to the study; and (3) the Spanish verbal morphology system served as a springboard for illustration and discussion of changes over time. (Contains 106 references.) (KFT)

ED 447 699   FL 026 475

Law, Barbara; Eckes, Mary
Assessment and ESL: On the Yellow Big Road to the Withered of Oz. A Handbook for K-12 Teachers.
PUB DATE- 95
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education;

Education Curriculum; Teaching Methods
IDENTIFIERS- Indiana University Bloomington; National Taiwan Normal University; Taiwan

This paper is built on the assumption that sound language learning is based on high quality teaching, and that foreign language teachers therefore play a very important role in the effectiveness of foreign language education. This leads to several questions: How can foreign language teachers be prepared in their pre-service teacher education program to be capable of high quality teaching? How do teachers in other countries learn to teach foreign languages across their programs? What constitutes an effective pre-service foreign language teacher education program? This study compares and contrasts the similarities and differences of the Secondary Foreign Language Teacher Education Program (SFLTEP) at Indiana University in the United States with one at the National Taiwan Normal University (NTNU) in Taiwan. The underlying assumptions of both teacher training programs are examined and challenged in the hope of learning from both programs' strengths and weaknesses to advance a current theory of SFLTEPs. There were four principle research questions: what are the components and sequences of the programs at IU and NTNU? What are the underlying assumptions behind the differences at the two programs that shape the differences? What are the advantages and disadvantages of each program? What recommendations can be drawn from this comprehensive and comparative examination? It is found that differences between the programs lie in the content, sequence, and duration of the programs, and that underlying assumptions about language learning shape these differences. Five tables and 31 references are included. (KFT)

ED 447 717 FL 026 497

Liu, Kristi; Albus, Deb; Thurlow, Martha
Data on LEP Students in State Education Reports. State Assessment Series, Minnesota Report 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.; For another Minnesota Report, see FL 026 498.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Charts; Educational Assessment; Elementary Secondary Education; *English (Second Language); *Federal Legislation; Immigrants; Language Minorities; *Limited English Speaking; Second Language Instruction; Second Language Learning; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Minnesota; Title I Evaluation and Reporting System

Title I of the Elementary and Secondary Education Act mandates that state education agencies develop and implement an assessment system that allows for disaggregation of results at state, district, and school levels by gender, race, English proficiency and migrant status. Schools receiving Title I funds must demonstrate "adequate yearly progress" in student progress. The purpose of this report is to examine practices in the reporting of limited-English-proficient (LEP) student performance data throughout the 50 states and the District of Columbia. This was accomplished by examining reports published in 1998 and that included data spanning 1995-96 through 1997-98. This information provides important evidence of the extent to which states are looking at the performance of their LEP students. Overall, LEP students are not performing as well on state assessments as other students. Compared to non-LEP more access to adult education and to information and communication technologies, and the promotion of literacy-rich environments at work, home, and in the community are proposed as solutions to improve adult literacy. The paper is divided into 3 chapters, 4 annexes, and 10 data-rich figures. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 735 FL 801 415

Harrell, Edith Lynn
Helping Adult ESOL Students Increase Speaking and Listening Skills by Serving as Volunteers in Authentic Settings.
PUB DATE- 00
NOTE- 143p.; Practicum Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; Check Lists; *English (Second Language); Instructional Materials; Interviews; Limited English Speaking; *Listening Skills; Mentors; Participant Observation; Peer Teaching; Pretests Posttests; Questionnaires; Second Language Instruction; Second Language Learning; *Speech Skills; *Tutoring; Vocational Education; Volunteers
IDENTIFIERS- Partner Reading

This practicum paper documents a program that was developed and implemented to help adult, advanced English-as-a-Second-Language (ESL) students increase their speaking and listening skills and build self confidence with native English speakers. The objective was to increase group average exit test scores in speaking and listening by at least two points over the current average of 43; increase students' average self-confidence post-test score by at least 5 points over the pre-test score, for 100% of a randomly-selected group of teachers to approve a manual created for this project. Strategies for pairing ESL students with mentors in various businesses and academic departments throughout a vocational or technical school where students served as aides to instructional and non-instructional personnel are discussed. All objectives were met, and the appendix includes forms and a sample teachers' manual. Seventeen appendices containing checklists, data tables, questionnaires, and various other forms and materials and 38 references are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 736 FL 801 416

Terrill, Lynda
Civics Education for Adult English Language Learners. ERIC Q & A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Citizenship; Citizenship Education; *Civics; *English (Second Language); Federal Legislation; Foreign Nationals; Immigrants; Literacy Education; Political Attitudes; Second Language Instruction; Second Language Learning

This article provides a brief historical review of efforts to prepare immigrants to pass the U.S. citizenship test, defines key terms, discusses events that have shaped civics education,

Movement. Quality/Calidad/Qualite Number 10.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 37p.; Introduction and afterword by Judith Bruce.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Adult Learning; Adult Programs; Change Agents; Change Strategies; Community Action; Community Education; Community Leaders; Consortia; Contraception; Counseling Services; Developing Nations; Economic Change; Economic Development; Educational Environment; Educational History; Educational Trends; Empowerment; Family Planning; Family Violence; *Feminism; Foreign Countries; *Health Promotion; Lifelong Learning; *Nongovernmental Organizations; Organizational Development; Outcomes of Education; Political Socialization; *Popular Education; Poverty; Program Development; Program Effectiveness; Reproduction (Biology); Self Actualization; *Self Advocacy; Self Esteem; Sexuali Impact Studies; Peru
IDENTIFIERS- Impact Studies; Peru

The Manuela Ramos Movement began in the 1970s when seven women in Lima, Peru, started meeting each Tuesday to reconsider their assumptions about everyday life. By 1980, the group formed a nongovernmental organization whose strategy was to train women community leaders in Lima's barrios through workshops focusing on the following themes: identity (sexuality, the body, male-female relations); self-worth (women's rights and history); and organizations (teaching women the skills needed to advocate for change). In the 1980s, the Manuela Ramos Movement expanded its services in areas such as women's health, family planning/contraception, and provision of legal assistance to women victimized by domestic violence. In the late 1980s, the movement formed women's consortia, networks, and collectives to enable women's organizations to influence political processes and decisions. Thanks to the movement's success in empowering Peru's women, women's health activists and reproductive health officials were able to initiate the ReproSalud project, which focused on reproductive health and women's empowerment. The ReproSalud project has since expanded its scope to include an income-generating program focused on market-led product development. Qualitative impact studies have demonstrated the effectiveness and positive outcomes of the Manuela Ramos Movement. (Summaries in Spanish and French are included.) (MN)

ED 447 266 CE 080 756

Beitler, Michael A.
Self-Directed Learning Readiness at General Motors Japan.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Business Administration; College Programs; Corporate Education; *Educational Attitudes; Foreign Countries; Graduate Study; Higher Education; *Independent Study; *Management Development; Outcomes of Education; Professional Development; *Readiness; Training Allowances; Tuition
IDENTIFIERS- General Motors Corporation; Guglielmino (Lucy M); Japan; Self Directed Learning Readiness Scale

for women and men to scientific and technological training and to the respective professional careers. Especially in Arab countries, which have been witnessing a faster pace of urbanization and use of technology than elsewhere, technological education promises to give women a more pronounced presence in their countries' changing economic and social structures, thereby helping to change the patriarchal system that has hindered Arab women's mobility. (MN)

ED 447 282 CE 080 916

Pannekoek, Frits
Information Technology and the Marginalisation of Regional Cultures: Rambling Thoughts from the University of Calgary Experience.
PUB DATE- 00
NOTE- 13p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; Adult Education; Adult Learning; Cultural Background; Cultural Differences; Cultural Exchange; *Cultural Isolation; Cultural Pluralism; Educational Needs; Educational Policy; Educational Research; Foreign Countries; Higher Education; Indigenous Populations; Information Dissemination; Information Needs; *Information Technology; Library Policy; *Library Services; Local History; Needs Assessment; Policy Formation; Position Papers; Preservation; Regional Characteristics; Research Libraries; Trend Analysis; World Wide Web
IDENTIFIERS- Alberta; *Marginalized Groups; Regional History; University of Calgary (Canada)

In the past decade, significant advances in information technologies in the Euro-American world have fostered the creation of information monopolies. The prices imposed by the monopolies, whose products are largely in the English language, have caused academic libraries to focus almost exclusively on international scientific and cultural materials demanded by their researchers. This has resulted in an insidious and progressive marginalization of regional cultures. After careful consideration of this issue, the University of Calgary's 1998 Library of the Future Task Force recommended that the University of Calgary adopt an integrated approach to information that incorporates both production and consumption activities. The university would move to a "just for you" library and provide information through contracted electronic access whenever possible. To ensure that it becomes a net contributor to preservation and dissemination of knowledge rather than just a consumer of products of the information monopolies, the library will work to preserve primary materials by creating a digital archive of materials about and produced by Western Canada's Aboriginal communities, thus taking national and regional community needs into account. Whether the proposed policy change will succeed in reducing the marginalization of regional culture remains to be seen. (Contains 14 references.) (MN)

ED 447 283 CE 080 917

independent living skills, such as reflecting, evaluating, decision making, problem solving, goal setting, and finding information. End-of-course evaluations have demonstrated the course's effectiveness in helping women become independent learners. (Appended is an introduction to the course INDE 1150/1250. The bibliography lists 58 references.) (MN)

ED 447 298 CE 080 932

Joffe, Linda S.
Getting Connected: Online Learning for the EFL English as a Foreign Language Professional.
PUB DATE- 00
NOTE- 16p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Literacy; Computer Mediated Communication; Computer Oriented Programs; Computer Uses in Education; Developed Nations; Developing Nations; *Distance Education; Educational Technology; *English (Second Language); Foreign Countries; *Integrated Learning Systems; *Masters Programs; *Professional Education; *Teacher Education
IDENTIFIERS- Online Courses

Distance learning is not a new phenomenon; online learning is, however, a new, exciting form of distance education. As with all novel ideas, online learning has vehement opponents and supporters, but it is an inevitable step in university instruction. Many online degree and certificate programs are currently available. Adversaries of online learning suggest that the loss of physical interaction will lead to less learning taking place. Another fear is an increased dropout rate due to the lack of self-motivation and time-management skills. An additional concern is that inadequate computer/Internet access renders programs useless. Instructors in traditional universities wish education to continue to be traditional. For the English as a foreign language (EFL) professional, however, an online MA TESOL program negates the arguments discussed and offers additional benefits not found in a traditional university. Time and distance are no longer obstacles to learning. Ideas, questions, and individual discoveries are not restricted to a fixed contact time. Online learning gives students these two educations: in the particular subject matter and in computer skills. Online learning allows for a virtual classroom of students from around the globe who can offer relevant insights into myriad cultures. Unfortunately, for the EFL professional (one of the most relevant candidates for this type of education mode) no such online degree exists. (Contains 22 references.) (YLB)

ED 447 299 CE 080 933

Al-Zubaidy, Sarim; George, Nancy A.
Systems and Strategies at the University of Technology, Jamaica to Strengthen the Education/Industry Interface.
PUB DATE- 00
NOTE- 12p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND)

richer learning experience. The theme of online learning addressed search engines capable of making requests on their own; the Internet as facilitating expression of ideas; and distance education. The theme of communication and access focused on the fear that without access for all, increasing reliance on the Internet may accelerate social exclusion and disadvantage. As for the theme of creativity and the learning process, computer technology was seen as presenting the possibility of learning with computers in a way that mimics the thought process and turns it into a journey of discovery. The theme of the role of the teacher addressed the changed teacher-student relationship. The theme of learning for work focused on course choice, newly created professions, and better linkage to employers and needs of the economy. (YLB)

ED 447 316 CE 080 960

Sutcliffe, Jeannie
Access and Inclusion: Developing Education for Carers across Agencies.
PUB DATE- 00
NOTE- 73p.; The Department of Health (England) provided financial support to complete this work.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; *Agency Cooperation; Caregiver Role; Case Studies; Check Lists; *Cooperative Planning; Coordination; Developed Nations; Distance Education; *Educational Development; *Educational Needs; *Family Caregivers; Foreign Countries; Higher Education; Long Term Care; Outreach Programs; Partnerships in Education
IDENTIFIERS- Great Britain

This book describes the benefits of learning for carers (people who look after a relative or friend who needs a significant amount of care) and offers case studies of good practice in the organizations that have developed learning for carers by working across agencies in Great Britain. It is intended for staff and managers in such agencies and organizations as further education colleges, adult education services, social services departments, health authorities and trusts, voluntary organizations, and carers' centers and groups. Chapter 1 discusses why learning for carers matters, the sort of organizations that should be involved in learning for carers, and the support carers need to access learning. Chapter 2, on carers as learners, describes learning activities in which carers have been involved, reasons carers give for returning to learning, what carers have gained from learning, distance learning, barriers to learning for carers, how colleges and adult education could do more to support carers, and how to encourage carers to access learning. Chapters 3 and 4 look at the main examples of educational provision for carers. Key points for practice are drawn from each example. Chapters 1-4 conclude with summaries and checklists. Chapter 5 offers an action planning checklist of themes, questions, and ideas to help plan educational provision across agencies. Appendixes include biographies of the 1998 and 1999 National Lottery Charities Board Carers' Awards Winners and addresses of seven useful organizations. (YLB)

ED 447 317 CE 080 961

Skill Development; *Technological Advancement; *Trend Analysis; Wages
IDENTIFIERS- *Canada

This study examines the significant role of computers in the transformation of the Canadian employment structure. An executive summary appears in English and French. Following an introduction, Section 2 discusses how the role of computerization of the employment structure is viewed in the literature. Section 3 presents an overview of past developments in computer technology leading up to the contemporary microcomputer. Section 4 describes important trends (capital intensity and computer intensity) in the evolution of the Canadian industrial structure over the last few decades and proposes an industrial taxonomy on which to base analysis. Section 5 examines how these intensity trends affect different categories of employment: management, knowledge, data, service, and goods workers. Section 6 develops a methodology inspired from the production function framework of Berman, Bound, and Griliches (1993) and explains the data used. The remainder of the paper presents empirical results in these three sections. Section 7 deals with relative wages. Section 8 analyzes the capital/skill complementarity. Section 9 discusses the association of computers with different categories of workers. Section 10 includes a summary of the main findings, outlines some broad implications, and indicates avenues for further research. Appendixes contain descriptive statistics by industry in 1971 and 1991, and a 51-item bibliography. (YLB)

ED 447 334 CE 080 982

Baran, Joni; Berube, Gilles; Roy, Richard; Salmon, Wendy
Adult Education and Training in Canada: Key Knowledge Gaps. Research Paper Series .
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; *Cost Effectiveness; Developed Nations; Educational Benefits; Educational Needs; *Enrollment Influences; Equal Education; Foreign Countries; Human Capital; *Informal Education; Job Training; *Learning Motivation; *Outcomes of Education; Participation; Policy Formation; Research Needs; Skill Development; Student Motivation
IDENTIFIERS- *Canada; Return on Investment

This paper identifies important knowledge gaps in adult education and training (AET) in Canada and starts to explore strategies to fill these gaps. Following an introduction in English and French, each of the next three sections is comprised of a review of the current state of knowledge on three topics (outcomes of adult learning, motivations and barriers to adult learning, and informal learning) and a discussion of major knowledge gaps relevant to each. Section 2, on outcomes, argues that more must be known about outcomes in terms of overall benefits and costs if the adequacy of AET in Canada is to be judged. Section 3, on motivations and barriers, reports that key knowledge gaps include understanding reasons for participation and non-participation, and assessing whether individual decisions to participate or not are somehow unwarranted because they do not fully reflect associated costs and benefits. The section also argues that increasing knowledge of barriers to AET is a complementary strategy to estimating rates of return in the process of judging the adequacy of

Australian work organizations. The case study organizations included a government-owned transportation company, a privately owned company, a major nongovernmental charitable organization, a publicly listed corporation, and two subsidiaries of large multinational corporations. The two main forms of data considered were time series and matched pairs before and after training. Subjective and objective data were also used in several case studies to illustrate the diversity of data sources available to organizations and the use to which such data can be put. The following were among the major findings: (1) the financial and other returns from a well-designed training program can be substantial in all organizations, regardless of the organizations' sector, size, and structure and regardless of the occupational groups and employment levels involved; (2) in the seven case study organizations, ROI from training ranged from 30% to 7,000%; (3) training programs can be evaluated effectively by using a simple four-step methodological framework consisting of collecting data, pretesting and posttesting, multivariate analysis, and calculation of ROI. (Forty-one tables/figures and 24 references are included along with biographical details about contact persons at the case study sites.) (MN)

ED 447 351 CE 081 015

Robinson, Chris
Evidence of Skill Shortages in the Electrotechnology Trades.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Continuing Education; Demand Occupations; Educational Needs; Educational Trends; *Electrical Occupations; Employer Attitudes; Employment Opportunities; Employment Patterns; Employment Projections; *Employment Qualifications; Foreign Countries; *Job Skills; Labor Market; *Labor Needs; Lifelong Learning; Needs Assessment; Older Workers; On the Job Training; Skill Analysis; Skill Development; *Skill Obsolescence; Skilled Occupations; Telecommunications; *Trade and Industrial Education; Trend Analysis
IDENTIFIERS- *Australia

This report presents evidence regarding skill shortages in the electrotechnology trades in Australia that was gathered by an industry-led working group. The report provides data concerning the following aspects of the problem: (1) the demand for skills in the electrotechnology trades (employment levels, growth, and prospects); (2) the supply of skills to the electrotechnology trades (skills of the existing electrotechnology trades work force; new apprenticeship patterns and trends; training undertaking through nonapprentice pathways; and skills wastage from electrotechnology occupations); and (3) employers' recent experience of skill shortages in the electrotechnology trades. The following are among the main conclusions drawn from the evidence presented: (1) some skill shortages are emerging in Australia's skilled electrotechnology trades; (2) the telecommunications area warrant particular attention; (3) increasing retention in new apprenticeships is as critical an issue as is increasing the numbers of new apprenticeships; (4) stagnation of the number of young people aged 15-24 in the coming years will force employers to look to older individuals to fill new electrotechnology apprenticeships; and (5) increasing the relevance and quality of training for the

Studies; Prevention; Resilience (Personality); School Role; Sex Role; Socioeconomic Influences; *Suspension; Youth Problems
IDENTIFIERS- Baltimore City Public Schools MD

This paper considers the characteristics and outcomes that occurred for girls who experienced suspension or expulsion from school using data (N=1,084; 527 boys and 557 girls) from an ongoing investigation of suspension within 5 sections of elementary schools in the Baltimore public schools. The data included gender specific analysis of shared and non-shared risk factors between boys and girls. Girls were found to be half as likely to be removed from school as their male peers. Being rated as more aggressive than their peers in first grade increased their risk for removal, as did being of African American descent. Understanding gender specific variations related to school removal will allow a clearer understanding of the precursors leading up to school problems for girls. Ongoing work on how to evaluate individual baseline characteristics for school entry and academic success will help schools identify at-risk students. Being aware of the relationship among individual, school, and community characteristics will provide information for developing interventions to prevent later school difficulties. Evidence of the important gender differences in school removal highlights the risk factors that need to be targeted in future preventive interventions to increase the likelihood of successful outcomes. (Contains 3 tables.) (JDM)

ED 447 371   CG 030 456

Gragg, Krista M.
Racism in Supervision: The Perspective of a Supervisee.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the American Psychological Association (108th, August 4-8, 2000, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Counseling; *Counselor Training; Ethnic Bias; *Graduate Students; Higher Education; Personal Narratives; *Racial Bias; Social Bias; *Supervision; *Teacher Student Relationship

This paper provides a personal account of the difficulties a supervisee, counseling a male Asian immigrant, encountered with a supervisor. The account helps to address what graduate students should do if they experience racism. It also delves into the deeper issue of whether the influence of supervisors' cultural backgrounds determines how they respond to supervisees and if it limits the types of advice they offer. The paper then discusses the dilemma graduate students face when they must decide between following the rules of their supervisor and thinking more critically about alternative solutions to cultural issues with clients. It offers suggestions on what would be helpful attitudes for supervisors in these situations and what students can do to counter the racist attitudes with what they know to be right. (JDM)

ED 447 372   CG 030 457

Baloglu, Mustafa
Expectations of International Students from Counseling Services.
PUB DATE- 00

used to encourage, and how to show faith in a child. Chapter Five explains encouragement for improving learning and social skills. How personal and social adjustment can be helped through encouragement are explained in Chapter Six, and how they can be tailored to each developmental level are detailed in Chapter Seven. Chapter Eight discusses the role of the group in encouragement and Chapter Nine presents deterrents to encouragement. Chapter Ten analyzes thirty examples provided by students in courses. The examples range from how not to encourage to how to successfully encourage. (Contains 22 references.) (JDM)

ED 447 392 CG 030 507

Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in Schools.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bullying; Crime Prevention; Delinquency; Elementary Secondary Education; Government Publications; Peer Relationship; *School Security; Social Environment; Violence; Youth Problems
IDENTIFIERS- *School Shootings

Personnel from the Secret Service National Threat Assessment Center (NTAC) studied 37 school shootings, involving 41 attackers who were current or recent students at the schools. Shootings clearly related to gang or involved with a relationship dispute that just happened to occur at school were not included. This report presents the preliminary findings from analysis of the behavior and thinking of these school shooters. It determined that most incidents of targeted violence are rarely impulsive. Attacks are typically the results of an understandable and discernable process of thinking and behavior. Prior to the incident, the attacker told someone about his idea, although there is not an accurate profile of the school shooter. Most attackers had access to guns. In many cases, other students were involved in some capacity, and bullying played a key role in the attack. Most attackers engaged in some kind of behavior prior to the incident that caused others concern or indicated a need for help. The report suggests that a significant step in prevention is not only to identify students who are plotting an attack, but determine how best to respond to students who are already known to be in trouble. (JDM)

ED 447 393 CG 030 510

Duttweiler, Patricia Cloud
Do We Practice What We Preach? Special Report on Standards, Assessment, Accountability, and Interventions. Report #4, Fall 2000.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; At Risk Persons; Educational Strategies; Elementary Secondary Education; *Evaluation; Intervention; *National Standards;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Evaluation Methods; High Risk Students; *Parent Child Relationship; Reading Achievement; *Reading Aloud to Others; Reading Comprehension; Reading Improvement
IDENTIFIERS- Even Start; *Reading Behavior

This paper reviews the existing research on joint storybook reading practices, outlining the behaviors essential for success. It then describes and reports on the efficacy of an assessment instrument, the Adult/Child Interactive Reading Inventory (ACIRI). The ACIRI is an observational tool for assessing the joint reading behaviors of both adults and children which is intended to encourage good instruction and authentic, friendly assessment. It also helps teachers working with parents and children determine where to focus their instructional efforts. The ACIRI evaluates 12 literacy behaviors in three categories: (1) enhancing attention to text; (2) promoting interactive reading/supporting comprehension; and (3) using literacy strategies. This instrument was piloted within Even Start, a federal project providing support and educational services to high-risk families with young children. The Even Start teachers collected data on 29 mothers and their children. These teachers routinely observed joint reading in the mothers' homes, evaluating them with the ACIRI in September and again in May. Results indicated that adults and children improved over time in all categories. The more comfortable adults were reading with their children, the higher the ACIRI scores were. Contains 50 references and 5 tables of data; the ACIRI is attached. (Author/RS)

ED 447 413   CS 013 622

Adler, Martha A.
The America Reads Challenge: An Analysis of College Students' Tutoring. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Higher Education; *Instructional Effectiveness; Oral Reading; Primary Education; Program Implementation; *Reading Programs; *Tutoring; *Undergraduate Students
IDENTIFIERS- *America Reads Challenge

The America Reads Challenge Act of 1997 created a nationwide effort to meet President Clinton's challenge for American citizens to volunteer as reading tutors "to ensure that every American child...learns to read well and independently by the end of third grade" (USDOE, 1997). Research has shown that volunteer tutors can be effective in reading to children, providing supervised practice in oral reading, and engaging children in enriching conversation. Much has been written about the training of tutors, but little mention of materials and the tutors' application of their training has been made. This report documents the first year of an America Reads program at a midwestern university where federal work study students were trained as reading tutors. The study provides a broad overview of the training provided to approximately eighty federal work study university students and their reported implementation of structured lessons focusing on comprehension and decoding strategies, is intended for use with small groups led by teachers, and is ideal for in-class, pull-out, or extended-day programs. The program's main features include: (1) small groups of no more than 7 students meeting for 40 minutes a day, 5 days a week; (2) highly structured instructional plans that combine reciprocal teaching, graphic organizers and authentic literature that emphasize reading for meaning and that use a carefully sequenced series of texts to ensure student success; (3) progress assessments via an ongoing series of "retellings" and oral reading checks to regularly determine students' progress; and (4) activities to be completed at home. So far, the program's evidence of effectiveness is limited to a single study, which shows impressive results with a variety of populations in a relatively short time. Soar to Success, as of the year 2000, was being used in approximately 3,700 school districts around the United States. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 435   CS 014 129

Success for All.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Education; High Risk Students; *Instructional Effectiveness; Instructional Materials; Preschool Education; *Program Content; Program Descriptions; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- *Success for All Program

This paper provides an overview of Success For All (SFA), a reading program for children in prekindergarten through sixth grade. The program emphasizes prevention and early intervention, rather than remediation, to help children realize their potential from the start. Program components include: one-on-one tutoring, assessments conducted every 8 weeks, initial and ongoing teacher training, half-day preschool and whole-day kindergarten, beginning reading instruction for 90 minutes each day, reading groups that are regrouped regularly according to reading level, cooperative learning, family support services, full-time facilitator who coordinates the program and provides training to administration and staff, and an advisory committee that reviews the program's progress. Extensive research has consistently shown that SFA has the most significant effect on students who are the most at risk (lowest 25%). As of Spring 1999, Success For All was in use in approximately 1,130 schools (urban, rural and suburban) in 360 districts in 44 states. It is also being used by schools in other countries. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (Contains 13 references.) (SR)

ED 447 436   CS 014 130

SuccessMaker.

November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Program Implementation; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Research; Teacher Attitudes
IDENTIFIERS- Mississippi; *Success for All Program

This paper is based on a study of the Success for All (SFA) reading program at two Mississippi elementary schools. In particular, the study investigated whether SFA was being implemented as advocated by its developers, students' reading scores on standardized achievement tests, how the program was monitored, attitudes toward reading, and what key informants said about the program. Mixed methods--qualitative and quantitative--were used to collect, analyze, and interpret data. Document review, field observation, surveys, and interviews were used to collect data. Findings revealed that adherence to the program's protocols, as designed by the developers, was only partial. Standardized achievement test scores of children in some grades increased, while the scores of children in other grades decreased. Since SFA's prescriptive nature controls teaching methods, children's learning experiences, and curriculum content, it was not surprising to find that teachers were less positive in their attitudes toward the program than were students and parents. (Contains 13 references.) (Author/RS)

ED 447 456 CS 014 153

Kelty, Carole L.
Using Questioning Techniques and the Cloze Procedure in a Second Grade Classroom To Increase Reading Comprehension.
PUB DATE- 99
NOTE- 110p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cloze Procedure; Context Clues; Grade 2; *Instructional Effectiveness; Primary Education; *Questioning Techniques; *Reading Comprehension; *Reading Improvement

This practicum program was developed and implemented to increase the reading comprehension of second grade students. The objectives of the program were for students to improve the ability to use context clues by 20%, improve reading comprehension by 15%, identify the 4 types of QAR (Question Answer Relationship) questions by 80%, and write questions scoring at least a 4 on a grading rubric. To improve reading comprehension, students were taught skills using the modified cloze procedure, question answer relationship and self-questioning. To evaluate success, students were given pre/post tests assessing overall reading comprehension, their ability to apply context clues, and their ability to identify question types and a question writing assessment. Three out of four objectives were met with the fourth contributing to the overall success of the program. (Contains 18 references. Appendixes include evaluation instruments, pre- and post-test scores, and modified cloze activities.) (RS)

ED 447 457 CS 014 154

Goss, Gail

contain an annotated list of International Reading Association parent booklets and brochures; and information on the annual "Choices" booklets, the America Reads Challenge, Book Adventures (a free online program to motivate students to reading success), and television series for beginning readers. Individual papers contain references. (HKA)

ED 447 472 CS 014 182

Griffith, Priscilla L., Ed.; Lynch-Brown, Carol, Ed.
Voices of the Other: Understandings Emerging from the Controversy.
PUB DATE- 00
NOTE- 51p.; Reprinted from the May 2000 Themed Issue of "The Reading Teacher," Volume 53, Number 8 (ISSN-0034-0561).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Role; Democratic Values; *Educational Policy; Elementary Education; *Government School Relationship; *Literacy; Parent Participation; *Politics of Education; *Reading Research; *Teacher Role; Urban Schools
IDENTIFIERS- International Reading Association; Kentucky

This booklet features articles that explore the roles and relationships in partnerships for enhancing reading and writing in the elementary years. The authors communicate how voices outside the reading profession--parents, community members, and state and federal policymakers--are affecting literacy instruction, and how educators must establish a dialogue with these diverse voices. The booklet's 7 articles are as follows: (1) "Editorial: Voices of the Other: Understandings Emerging from the Controversy" (Priscilla L. Griffith); (2) "The De-democratization of Schools and Literacy in America" (James V. Hoffman); (3) "The International Reading Association Responds to a Highly Charged Policy Environment" (Cathy Roller); (4) "The Voices of Researchers: Conflict and Consensus in Reading Research and Policy" (Claude Goldenberg); (5) "Educators Influencing Legislators: Commentary and the Kentucky Case" (Shirley C. Raines); (6) "Making Kids Winners: New Perspectives about Literacy from Urban Elementary School Principals" (Jennifer C. Dandridge, Patricia A. Edwards, and Heather M. Pleasants); and (7) "Stopping the Silence: Hearing Parents' Voices in an Urban First-Grade Family Literacy Program" (Robert J. Histler and Angela Maiers). (SR)

ED 447 473 CS 014 284

Donahue, Patricia L.; Finnegan, Robert J.; Lutkus, Anthony D.; Allen, Nancy L.; Campbell, Jay R.
The Nation's Report Card: Fourth-Grade Reading, 2000.
PUB DATE- 01
NOTE- 140p.; In collaboration with Dave Freund, Steve Isham, Laura Jerry, Youn-hee-Lim, Shari Santapau, Spence Swinton, Lois Worthington. For the highlights of this report, see CS 014 285; for a PowerPoint slide presentation related to this report, see CS 014 286.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; Sex Differences; Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Foundation, which began in 1990 and has grown and expanded to promote its national ideal of literacy and good literature. The paper also discusses the annual Storyline Festival and the Writers in School Scheme, designed to allow both primary and secondary schools the opportunity of having New Zealand authors. It considers children's books in different genres during the 1980s ("a time of growth") and the 1990s (an average of 101 titles a year). The paper stresses that it will be important for the future of New Zealand in the 21st century that not just the serious readers keep literature alive. (NKA)

ED 447 492   CS 217 288

Ediger, Marlow
Language Arts in the Science Curriculum.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Elementary Education; *Language Arts; Learning Strategies; Models; Photographs; *Science Curriculum; Science Education; Word Recognition
IDENTIFIERS- Communication Context; Posters

Language arts experiences integrate well with quality science lessons and units of study. For example, there are many opportunities for listening, speaking, reading, and writing activities in science. Ideas gleaned in science need to be communicated in diverse ways involving one or more senders and receivers of messages. Students may read about performing a science experiment from a reference source. They might also read background information prior to experimentation so that the learning opportunity is more meaningful and interesting. The various word recognition skills are essential for students to acquire as tools to reading. There are a variety of science reading sources which include the following: encyclopedia sections, library books, CD-ROM materials, content in software, textbooks, and information from sources used to obtain subject matter for an oral or written report. Science experiments need to be written up with a format to include the problem, information gathered, statement of a testable hypothesis, and evaluation of the hypothesis based on relevant data. The making of models can be a hands-on activity in learning science content. Writing about the model can include a plan for developing the model, how the model differs from the real object, as well as related graphs, charts, and tables. Students can also become involved in developing posters to indicate achievement. Ideas from a conservation poster can be used for a photo essay. And both of these activities can lead to writing experiences in the science curriculum. (NKA)

ED 447 493   CS 217 289

Bishop, Gavin
Putting It Together: Making a Picture Book.
PUB DATE- 00
NOTE- 11p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

It is intended for advanced undergraduate and graduate audiences, and assumes some familiarity with technical communication. The book aims to stimulate class discussion and reflection on the ethical dimension of technical communication. It has three major sections. The first section covers the theory and history of ethics. Chapter 1 explains what ethics is; chapter 2 reveals the connection between ethics and communication or rhetoric; and chapter 3 summarizes some of the major ethical theories. The second section presents four real, complex technical communication situations in detail and applies the major ethical theories to them. Chapter 4 is titled "Nazi Records: The Origin and Use of Information"; chapter 5 is "Challenger Disaster: Information vs. Meaning"; chapter 6 is "Tobacco and Death: When Is a Cause Not a Cause"; and chapter 7 is "Star Wars: Hope vs. Reality." The third section consists of a single chapter that presents six hypothetical cases dealing with ethical issues in realistic but fictional technical communication situations. Possible ethical appraisals of these hypothetical cases are sketched at the end of the chapter. Each chapter involving cases includes a detailed ethical appraisal of the material focused on in the chapter. Also included at the end of each chapter is a set of topics for class discussions or for course papers, and Web sites for research and additional topics. (SR)

ED 447 512   CS 510 328

Schultz, Heidi
The Elements of Electronic Communication. The Elements of Composition Series.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Electronic Mail; Higher Education; Language Usage; *Persuasive Discourse; *Rhetoric; Secondary Education; *World Wide Web; *Writing (Composition); *Writing Improvement
IDENTIFIERS- *USENET

Based on the proposition that if people want their electronic messages to get the results they desire, they will need to adopt and practice effective communication strategies, this book introduces strategies that make e-mail messages, Web site text, and newsgroup postings effective. To this end, it teaches how word choice can affect meaning, how organization can affect clarity, and how typographical techniques can emphasize ideas. Following an introduction, the book opens with a guide to specialized terms for electronic communication. Chapter 1 deals with electronic mail, and chapter 2 with the World Wide Web. Both chapters discuss how to analyze the audience, determine a message's purpose, adopt an appropriate style and tone, and create an effectively organized message. They also deal with the very public nature of all electronic communication, and discuss important legal and ethical issues. Chapter 3, on the Usenet, provides suggestions for appropriate newsgroup communication regarding both organization and content of a message. The chapter also provides reasons why businesses, educational institutions, government agencies, and health care organizations are interested in posting and reading Usenet messages. (SR)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Computer Mediated Communication; *Distance Education; Emotional Response; Higher Education; *Student Attitudes; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- Rhetorical Strategies

The purpose of this study was to analyze, categorize, and critique actual responses to expressed student confusion and frustration with online courses. Samplings of actual student messages from two courses were used to frame instructor responses, as well as a focus group survey of current college students. The focus of the study was the instructor's responses to these student messages. The researchers utilized a narrative perspective for categorizing the instructor's responses. This approach allowed for a broad perspective for categorizing and critiquing the rhetorical prudence of the instructor's responses. The researchers added to the credibility of the categories of responses by asking non-class members what they thought of the instructor's responses. Finally, suggestions for communicating instructor care and concern online are included. Contains 10 references. An appendix contains the survey for the focus group. (Author/RS)

ED 447 534 CS 510 451

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). International Communication Division.
PUB DATE- 00
NOTE- 581p.; For other sections of this proceedings, see CS 510 452-470.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Case Studies; Content Analysis; Foreign Countries; Higher Education; *International Communication; Internet; *Journalism Education; Media Research; News Media; Public Relations
IDENTIFIERS- Europe; Journalists; *Media Coverage; *Media Government Relationship; Media Literacy; Middle East; New York Times; Technology Implementation; Television News

The International Communication Division section of the proceedings contains the following 21 papers: "The European Press and the Euro: Media Agenda-Setting in a Cross-National Environment" (Olaf Werder); "Factors Affecting the Internet Adoption by Thai Journalists: A Diffusion of Innovation Study" (Anucha Thirakanont and Thomas Johnson); "Linkages of International and Local News" (Gene Burd); "The Absence of Fairness in Two Philippine Newspapers" (Geri M. Alumit); "From Globalization to Localization: World's Leading Television News Broadcasters in Asia" (Yu-li Chang); "News Media Representation of the Yanomami Indians as a Reflection of the Ideal Audience" (Tania H. Cantrell); "Locating Asian Values in Asian Journalism: A Content Analysis of Web Newspapers" (Brian L. Massey and Arthur Chang); "Communicative Distance and Media Stereotyping in an International Context" (Deepak Prem Subramony); "The Relevance of Mass Communication Research in a Global Era: Localization Strategies of International Companies Entering India" (Geetika Pathania Jain); "Economic News: What's the Deal? Dutch Audience's Use and Interpretation of Economic newspaper articles. It shows how to use newspaper concepts to help students integrate knowledge from multiple disciplines as they write about current events and the lives of others in an unbiased and accurate way. Based on the Newspaper in Education program--a cooperative venture between newspaper publishers and schools that offers newspaper activities to teach reading and content skills and strategies--the book takes the concept further and incorporates a focus on writing. The result of these lessons is an actual newspaper that students can publish for their classroom or school. Following an Introduction, the book's seven chapters are as follows: (1) Background Information for Teachers; (2) Teaching Journalism Basics; (3) Interviewing, Writing Quotes, and Using Figurative Language; (4) Elements and Organizational Structure of News Stories; (5) Writing Different Types of Newspaper Stories; (6) The Final Steps: Revision, Editing, Layout, and Publication; and (7) Student Evaluation of Concept Units. Contains 12 references. Appendixes provide student worksheets, two sample articles, a layout and design sheet, a glossary of newspaper terms, a stylebook, and a listing of additional resources. (SR)

ED 447 555   CS 510 476

Grant, Jo Anna; Folwell, Annette L.; Holder, John; Layne, Jill Cole; Garrison, Joel; Wilson, Andria; Bain, Lisa
The College Experience and Its Effects on Family Closeness and Power.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Research; Emotional Experience; *Family Relationship; Higher Education; Interpersonal Communication; Intimacy; Power Structure; Psychological Patterns

This study examined the differences in family closeness and power structure between first semester college freshmen and upperclassmen. Fifty-two freshmen and fifty-four upperclassmen completed the Family Systems Test (Gehring & Feldman, 1988) to indicate the closeness and power structure in their immediate families. Aspen-Welch t-tests were used to compare the differences in the perceived closeness and power between the participants and their siblings as well as between the participants and their parents. The results indicate no significant differences between freshmen and upperclassmen in their perceived emotional closeness with parents and siblings or between their perceived power differences between themselves and their parents and siblings. These results contradict previous research findings that indicate that emotional closeness correlates negatively with physical distance and that parent-child relationships become more egalitarian after the child moves out of the household. Contains 40 references. (Author/SR)

ED 447 556   CS 510 478

Cronn-Mills, Daniel; Schnoor, Larry G.
Evidence and Ethics in Individual Events: An Examination of an AFA-NIET Final Round.
PUB DATE- 00

political, and social trends through state-level data on population, enrollment, attendance, membership, faculty, general financial resources, governmental and school revenue, governmental and school expenditures, and an index of rankings tables. Because of differences in tax systems, provisions for other public services, and population characteristics, readers should supplement ranked data with additional specific information. Part II, "Estimates 2000," provides projections about public school enrollment, employment and compensation of personnel, and finances, as reported by state departments of education. State-level data permit broad assessments of trends in staff salaries, sources of school funding, and levels of educational expenditures. The data do not reflect varying conditions existing among districts and schools within states. The data predict an increase in national enrollment of 113,000 students, an increase in the number of teachers by 53,700, an increase in salaries by 2.4 percent, and a decline of 1.7 percent in expenditures per enrolled student. The share of total public-school financial support by state governments will increase 0.4 percent to 50.0 percent, and federal support will hold constant at 6.9 percent. Readers should be sensitive to the fact of substantial state and local variations in all projections. (Contains glossary of terms.) (TEJ)

ED 447 574 EA 030 727

Mayer, Pamela S.
The Human Side of Knowledge Management: An Annotated Bibliography.
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Administration; *Leadership; Leadership Training; Learning Activities; *Learning Experience; Management Systems
IDENTIFIERS- *Knowledge Management

This annotated bibliography lists books and articles that have direct application to managing the human side of knowledge acquisition, transfer, and application. What is meant by the human dimension of knowledge is how motivation and learning affect the acquisition and transfer of knowledge and how group dynamics mediate the role of knowledge in an organization. Thus, the texts cited in this bibliography focus on building knowledge-management (KM) cultures that affect organizational productivity and success. The report is divided into four sections. Section one contains annotations of 60 works that represent current thinking on the emerging field of KM. The next three sections organize information into those subject areas most frequently addressed by people responsible for organizational transformation efforts. Section two, "What is Knowledge Management?" sums up varying working understandings of KM and shows how KM differs from purely technology-driven data management. This section addresses the differences between explicit and tacit knowledge and their derivations and also gives examples of KM efforts in contemporary organizations. Section three explores the frameworks that apply to culture building, and section four identifies projects and tools that can enhance success. An appendix outlines additional resources, with a focus on the World Wide Web. (Contains three indices.) (RJM)

ED 447 575 EA 030 729

identified as having a major impact. School districts are subject to a large number and a wide variety of federal requirements that reflect a variety of purposes and goals.(DFR)

ED 447 596   EA 030 756

Selected Readings on School Reform, Winter 2000.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Accountability; *Charter Schools; *Curriculum Problems; *Educational Change; Elementary Secondary Education; Higher Education; Public Schools; *School Choice; Scores; Teacher Effectiveness

This collection of selected readings includes articles on the following subject areas: federal issues; charter schools; school choice; standards, tests, and accountability; teacher quality; curriculum and content; higher education; and miscellaneous subjects including absence in the classroom, school consultants, urban education, and principal vacancies in New York City schools. A "Network Notes" section contains short commentaries on various education subjects. (DFR)

ED 447 597   EA 030 757

Levin, Benjamin
Conceptualizing the Process of Education Reform from an International Perspective.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *Organizational Development; *Policy Formation; *Politics of Education; *Public Schools
IDENTIFIERS- Alberta; England; Manitoba; Minnesota; New Zealand

This paper, which is part of a larger comparative project, outlines a conceptual framework for studying large-scale education reform across political jurisdictions. A great deal of comparative work on education reform is now being done, but this work often lacks a clearly articulated conceptual frame. This paper, based on studies of change in five jurisdictions in four countries--Canada, United States, England, New Zealand--develops a model of reform based on four interactive elements: origins (where particular reform proposals came from), adoption (how policies that are finally adopted or made into law differ from the one originally proposed), implementation (the model of implementation used by governments to move their reforms into practice), and outcomes (the available evidence as to the effects of reforms). Within each of these elements, questions and concepts from the relevant literature are developed with the intent of building a more comprehensive approach to the analysis of reform from political, organizational, and educational perspectives. (Contains 41 references.) (Author/DFR) use additional evidence to obtain scores. (CR)

ED 447 615 EC 308 104

Sheehan, Bonnie
A Study of Maximizing the Learning Potentials of Exceptionally Gifted Eleventh Grade Students in an Advanced Track Class.
PUB DATE- 00
NOTE- 84p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; *Curriculum Design; Educational Strategies; *English Curriculum; *Enrichment Activities; *Gifted; Grade 11; High Schools; *Independent Study; Literature Appreciation; Student Motivation
IDENTIFIERS- *Curriculum Compacting

This report describes a plan for maximizing the learning potential of exceptionally gifted secondary students. The targeted 52 eleventh grade students are members of a high school American Studies program located in a community 50 miles from a large Midwestern city. The issue of unfulfilled learning potential of the students was documented through student/parent surveys, teacher observation, student journals, and parent interviews. Collected data indicated that learning potential was not fulfilled for a percentage of students in the American Studies program, all of whom were classified as gifted. Results suggest a need for implementation of curriculum compacting accompanied by enrichment opportunities for qualifying students. A review of solution strategies suggested by other researchers, parents, and students, as well as an analysis of the program setting, resulted in the modification of the Early Writers Unit of American Studies to incorporate individualized study and project presentation. In addition, the solution review prompted an offer of curriculum compacting and enrichment opportunities for qualifying students during a unit on a required American novel. Post-intervention data indicated that the highly gifted students felt academically challenged and believed they were learning new information most of the time. Appendices include surveys and interviews. (Contains 35 references.) (Author/CR)

ED 447 616 EC 308 105

Jolivette, Kristine; Stichter, Janine Peck; Nelson, C. Michael; Scott, Terrance M.; Liaupsin, Carl J.
Improving Post-School Outcomes for Students with Emotional and Behavioral Disorders. ERIC/OSEP Digest E597.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Education Work Relationship; *Educational Strategies; *Emotional Disturbances; *Employment; *Interpersonal Competence; Outcomes of Education; Secondary Education; Student Characteristics;

demonstrating the effectiveness of FDTC's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

ED 447 634 EC 308 123

Gugerty, John, Ed.; Knutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges. Office of Disability Services, Springfield Technical Community College, Springfield, MA.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 141p.; For related Wisconsin University disability documents, see EC 308 122-127. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Community Colleges; *Compliance (Legal); Educational Policy; Equal Education; Institutional Characteristics; Policy Formation; Program Design; *Severe Disabilities; *Student Personnel Services; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Springfield Technical Community College MA

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. In this volume, the approach used by Springfield Technical Community College (STCC), in Springfield, Massachusetts, is described. The Office of Disability Services (ODS) at STCC works in a proactive manner within the institution to identify and remove physical, programmatic, technological, and attitudinal barriers and maintains an ongoing vigilance to ensure that new barriers are not erected. It aggressively seeks to identify students, increase awareness of services, provide technological resources, and educate all faculty and staff on issues that relate to disability, federal law, adaptive technology, and accommodation. The report discusses the mission, goals and objectives of STCC, significant features of ODS, key factors that make STCC's approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of STCC's approach. Characteristics that are manifested in all six of the profiled schools are also listed, and an accompanying CD-ROM describes the projects. (CR)

ED 447 635 EC 308 124

Gugerty, John, Ed.; Knutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program, Longview Community College, Lee's Summit, MO.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 117p.; For related Wisconsin University disability documents, see EC 308 122-127. Accompanying CD-ROM not available from ERIC.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Career Exploration; Education Work Relationship; *Field Experience Programs; *Gifted; High Schools; *Internship Programs; *Mentors; Problem Solving; *Program Design; Research Projects
IDENTIFIERS- Minnesota

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: the Mentor Program in Minnesota. This mentorship model for highly motivated and talented juniors and seniors serves more than 50 high schools in the Twin Cities area. It allows students to learn at their own pace based on their abilities, talents, skills, and interests. These practices are presented in two semester-long courses, Mentor Seminar and Field Experience. Students must enroll in a 60-hour Mentor Seminar that helps them assess their interests and talents and prepares them with skills and knowledge. Once students determine their area of mentorship and complete a final project, the teacher works closely with them and their parents to identify the mentor for the Field Experience course. The information packet includes a description of the program, a book on mentorship (ED 385 732), "Mentorship: The Essential Guide for Schools and Business" (Jill M. Reilly), course outlines, and relevant articles. (CR)

ED 447 653 EC 308 142

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Academic Internship Program, Charlotte-Mecklenburg Schools (North Carolina).
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 318p.; For related documents, see EC 308 128 and EC 308 132-141. Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Education; *Career Exploration; Education Work Relationship; *Field Experience Programs; Government School Relationship; High Schools; *Internship Programs; *Mentors; Partnerships in Education; Program Design; Public Agencies; School Business Relationship
IDENTIFIERS- North Carolina

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the unique approaches models: the Academic Internship Program in North Carolina. This 23-year old program, which operates in all 14 Charlotte-Mecklenburg high schools, provides more than 500 students a year with the opportunity to explore career or academic interests through internships with government agencies

IDENTIFIERS- *North Carolina

This paper offers unconventional and innovative ideas for school planning and construction in North Carolina for creating smaller and safer community schools in response to rising enrollment, tight budgets, and dwindling school space. Often using examples from across the country, the paper discusses school construction costs and economy of scale possibilities, explores revising the assumptions about school space, examines private ownership and outsourcing ownership and management, and reviews using schools in the workplace. Also addressed are the information age's influence on providing traditional education without the need for free-standing, publicly owned and maintained buildings; and fundraising by selling naming rights to sports facilities. Attached is a North Carolina case study of Wake County's approach to building smaller, more efficient public schools. (Contains 47 references.) (GR)

ED 447 675 EF 005 800

IAQ Tools for Schools: Managing Asthma in the School Environment.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asthma; Cleaning; Educational Environment; Elementary Secondary Education; Guidelines; Pests; Public Schools
IDENTIFIERS- *Indoor Air Quality; *Pollutants

This manual provides tips on improving indoor air quality within the school environment by removing the elements that trigger asthma attacks in children, and presents a list of organizations where asthma resource information can be obtained. Air quality management tips cover removing of animal and cockroach allergens, cleaning up mold and controlling moisture, eliminating secondhand smoke exposure, and reducing dust mite exposure. Additionally covered are administrative initiatives to support clean indoor air efforts such as the development of a school asthma management plan and a school-based asthma education program, and the creation and filing of student asthma action cards. A sample asthma card is included. (GR)

ED 447 676 EF 005 801

Energy Efficiency and Indoor Environmental Quality in Schools. A Joint EPA Working Paper from Energy Star R and Indoor Air Quality.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Energy Management; Public Schools; *Ventilation
IDENTIFIERS- *Cost Containment; Energy Consumption; *Indoor Air Quality; Pollutants

This paper describes how to protect and enhance indoor environmental quality without sacrificing energy performance, lists the common pollutants and their sources, and explores how energy efficiency projects affect indoor environmental quality. Also highlighted are study figures showing the energy costs of

*English (Second Language); *Evaluation Methods; Interviews; Language Proficiency; Language Tests; Literacy; *Measures (Individuals); Questionnaires; Second Language Instruction; Second Language Learning; Student Evaluation; Student Placement; Teaching Methods; Testing

This comprehensive and easy-to-read book explores both the theory and practice of English-as-a-Second-Language (ESL) assessment and is full of work samples, ideas, organizers, and personal experiences that all readers can use or adapt for their own situations. The primary goal is to provide proven and effective assessment methods. As ESL students make progress toward literacy, they pass many milestones on the learning continuum. This book seeks to explore that continuum and its relationship to the basic issues of alternative assessment. They discuss why ongoing, observation-based assessment makes sense when evaluating students who are acquiring a new language; how to evaluate ESL students for placement and follow-up; how to look "through" the errors to identify what students know; how to collect and record information by observing the product and the process and by using traditional assessment tools; how to present this information; the thorny issue of grading ESL students; and four case studies showing how different educators have responded to different ESL situations. Numerous illustrations, figures, and matrices as well as sample checklists and questionnaires appear throughout the text. There are two appendices, "Grading Guidelines for Writing," and "Reproducible Masters" (containing blank questionnaires, checklists, and note-taking forms), a glossary, a bibliography, and an index. (KFT)

ED 447 700 FL 026 476

Santana-Williamson, Eliana
Critical Pedagogy in TESOL: A Review of the Literature.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Book Reviews; Class Activities; Classroom Techniques; *Critical Theory; Educational Sociology; *English (Second Language); Graduate Students; Higher Education; *Literature Reviews; Participative Decision Making; *Second Language Instruction; Second Language Learning; Student Participation; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Critical Pedagogy

Critical pedagogy brings a new sociopolitical view of linguistics and language teaching that is beginning to influence the teaching of English to speakers of other languages (TESOL) field. This paper aims to do two things: first, to convey an understanding of what these new views are, why and where they originated, whose voices are important, what the main functions are, what they criticize, and the likely changes they may generate in the TESOL field; and second to make proposals for implementing critical pedagogy in a TESOL teacher education course on critical pedagogy. Critical pedagogy has received several different names, including "transformative pedagogy," "pedagogies of resistance," and "emancipatory literacy." It holds that teaching is not a process whereby the teacher merely attempts to transfer knowledge from her mind to the minds of students, and sees pedagogy and learning as a social practice rather than a "decontextualized cognitive skill." The main tenets of critical pedagogy are that no education is politically neutral, and all education should be empowering and students, LEP students scored consistently lower in the lower grades, which may be expected in part because students are learning both language and content. It is concluded that although states have made progress in including LEP students in statewide assessments, few states publish assessment data specifically on LEP students. Where states do disaggregate the data, there is a lack of consistency in where results are reported (Internet versus published documents), how results are disaggregated (race, ethnicity, LEP status), and what terminology is used to refer to LEP students. This makes the data more difficult to use productively by researchers, administrators, and policymakers. Appendix A includes a list of 72 state accountability reports used in this report. Appendix B includes brief descriptions of information found in the reports, in the same detail provided by the reports. Seven tables and 9 references are included. (KFT)

ED 447 718   FL 026 498

Liu, Kristin; Anderson, Michael; Thurlow, Martha
Report on the Participation and Performance of Limited English Proficient Students on Minnesota's Basic Standards Tests, 1999. State Assessment Series, Minnesota Report 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.; For another Minnesota Report, see FL 026 497.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Charts; Educational Assessment; Elementary Secondary Education; *English (Second Language); *Federal Legislation; Immigrants; Language Minorities; *Limited English Speaking; Second Language Instruction; Second Language Learning; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Minnesota; Title I Evaluation and Reporting System

Title I of the Elementary and Secondary Education Act mandates that state education agencies develop and implement an assessment system that allows for disaggregation of results at state, district, and school levels by gender, race, English proficiency, and migrant status. Schools receiving Title I funds must demonstrate "adequate yearly progress" in student progress. The purpose of this report is to examine data trends in Minnesota's Basics Standards Tests (BSTs), statewide tests of reading and math, for the years 1996-1999 for limited-English- proficient (LEP) students. Several observations are made, including the following: participation for LEP students in the Minnesota BSTs remains high; performance of LEP students remains low, with a persistent though narrowing achievement gap of 20-25% between LEP and non-LEP students; greater gains in mean percentages of items correct are being made by LEP students taking reading texts than math tests, which suggests English-as-a-Second-Language (ESL) teachers may be successful in teaching the reading skills needed on the BST; and, finally, the relative number of Minnesota LEP students taking advantage of test accommodations (i.e. extended testing times, translation of directions, special test settings, etc.) is low. Appendix A, data on "Accommodations and Translations Available to LEP Students on the Minnesota Basic Standards Tests of Math and Reading 1999," eight tables, four figures, and nine references are included. (KFT)

ED 447 719   FL 026 499

and offers suggestions, whatever the approach chosen, for integrating civics content with English-as-a-Second-Language (ESL) skills development. Covered topics include the following: a definition of civics education, events that have shaped civics education in the United States in the 20th century, a detailed summary and breakdown of some of the activities and approaches that integrate civics education with language learning at beginning, advanced, and intermediate levels, a description and review of resources available for civics education, and what is needed for English language/civics education programs to be successful. (Contains forty-five references and civics education resources.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 737 FL 801 417

Van Duzer, Carol; Burt, Miriam
A Day in the Life of the Gonzalez Family.
PUB DATE- 99
NOTE- 122p.; Document includes a student textbook, a teacher's guide, and a 15-minute videotape and transcript. Videotape developed by the Napa Valley Adult School.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Adult Education; Culturally Relevant Education; Educational Opportunities; *English (Second Language); Foreign Countries; High Schools; Immigrants; Instructional Materials; Job Performance; Job Search Methods; Limited English Speaking; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Second Language Instruction; Second Language Learning; Spanish Speaking; Two Year Colleges; Videotape Recordings; *Workplace Literacy
IDENTIFIERS- Mexico

This multimedia, integrated educational package offers high beginning through intermediate adult English language learners (ELLs) an opportunity to develop communication skills and acquire cultural content knowledge relevant to their daily lives. The videotape and accompanying textbook and teacher's guide focus on the five members of an immigrant family from Mexico who live in the Napa Valley of California. The video portrays typical experiences such as exploring educational options, looking for work, helping children in school, communicating with coworkers, and giving and receiving job evaluations. The textbook consists of ten thematic units derived from these experiences. The video and text are suited to a variety of settings, including workplace education, adult education, job training centers, community colleges, and high schools. Numerous, charts, diagrams, illustrations, and blank forms and handouts (suitable for reproduction) are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 738 FL 801 418

Weinstein, Gail, Ed.
Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy.
SPONS. AGENCY- Lila Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English

Although self-directed learning (SDL) has been promoted by businesses as being needed by managers, traditional business schools have not promoted this type of learning. In addition, some adult learners are not ready for SDL, and some subjects (such as accounting) are not suitable for SDL. The concept of self-directed learning readiness (SDLR) can be used on a continuum to guide thinking about the application of SDL to business subjects once the learner is psychologically equipped to succeed at SDL. The Self-Directed Learning Readiness Scale (SDLRS), which now contains 58 items, can be used to determine the readiness of individual learners. Learning contracts should be used for organizations that wish to use both teacher-directed and learner-directed (SDL) education as part of their worker and manager development programs. The learner contracts should spell out what is to be learned, how it will be learned, how the learning will be documented, and how the learning will be evaluated. A comparison of American and Japanese managers at a General Motors plant in Japan showed that the American managers were more oriented toward learning for career's sake, while the Japanese managers favored learning for its own sake and studied a variety of subjects not related to business. The question for the future is, should American companies encourage, and pay for, employees to study non-business subjects they find interesting? If it is believed that self-directed managers are crucial to organizational success, it will be necessary to change business schools and management development programs to reward self-directed learning. (Contains 27 references.) (KC)

ED 447 267   CE 080 777

Dobson, Michael B.
Anaesthesia at the District Hospital. Second Edition.
PUB DATE- 00
NOTE- 165p.; Published in collaboration with the World Federation of Societies of Anaesthesiologists. Illustrated by Derek Atherton and Elisabetta Sacco.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anesthesiology; Biomedical Equipment; Check Lists; Drug Use; Guides; *Hospitals; *Medical Education; Medical Services; Pain; Professional Continuing Education; Surgery

This practical manual is designed to help medical officers in small hospitals provide safe and effective anesthesia for patients. Intended for doctors with at least one year of postgraduate clinical experience, it describes anesthetic techniques suitable for use in hospitals with limited resources. Chapter [illegible] describes fundamental principles and techniques underlying the practice of anesthesia and outlines immediate and continuing care of critically ill or unconscious patients. Chapter 3 focuses on continuing care of unconscious and anesthetized patients. The focus of Chapter 4 is on the principles of fluid and electrolyte therapy. Chapters 5 and 6 cover patient assessment before anesthesia and general anesthesia. Chapter 7 concerns safe clinical use of anesthetic equipment applicable for and most likely found in district hospitals. Chapter 8 contains examples of general anesthetic techniques feasible in small or medium-sized hospitals. Chapter 9 provides information on drugs. Chapter 10 [illegible]

Volk, Lucia
Education between Globalisation and Local Culture: A World without Frontiers for Students without Traditions?
PUB DATE- 00
NOTE- 15p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Anthropology; Case Studies; Corporations; *Cultural Background; Cultural Context; Cultural Exchange; Definitions; Developing Nations; Economic Change; Educational Change; Educational Environment; Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Policy; Educational Principles; Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; *Global Approach; International Organizations; Internet; Lifelong Learning; *Local History; Needs Assessment; Policy Formation; Position Papers; Preservation; Role of Education; School Business Relationship; Social Change; Technological Advancement; Trend Analysi *Arab States; Globalization; Lebanon; Multinational Corporations; National Development
IDENTIFIERS- *Arab States; Globalization; Lebanon; Multinational Corporations; National Development

An anthropological examination of the impact of globalization on education in the Arab world reveals that education is standing on uneasy middle ground between the Westernization of educational structures and philosophies and the preservation of national and local customs and traditions. The transformation of education from a means to acquire a father's trade to a commodity in the global market system is most obvious among the upper socioeconomic classes. Because today's high-paying jobs require international travel and communications and awareness of technological advances and their application in the workplace, education is losing its role as a national integration machine and becoming a derivative of the global market, which may be characterized as follows: English-based, deterritorialized, and reliant on analytical skill and the problem-solving skills and dexterity needed to react to constant flux and change. Case scenarios of Beiruti teenagers studying at American schools in Lebanon illustrate that, although international schools and universities are increasingly exposing the Lebanese teenagers who attend them to Western culture, these schools cannot transcend their local and national environments, which formulate the "hidden curriculum" for student learning. The case scenarios also demonstrated that students appropriate foreign cultural forms in context-specific ways, which makes them creators of a new culture. (Contains [illegible] references.) ([illegible])

ED [illegible]   CE [illegible]

Guest, Graham
Lifelong Learning for the Global Networked Society.
PUB DATE- 00
NOTE- [illegible]; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab

Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Planning; Developing Nations; Education Work Relationship; Foreign Countries; Higher Education; *Industry; *Partnerships in Education; *School Business Relationship; Staff Development; Technological Advancement; *Technology Education; Universities
IDENTIFIERS- *Jamaica

Since 1995, when the College of Arts, Science, and Technology (CAST) became the University of Technology, Jamaica (UTech), it has been working to integrate the best features of CAST's polytechnic tradition with the academic and research culture necessary in a university. Central to CAST's success has been its partnerships with business and industry. UTech is in the process of refining and strengthening the Program Advisory Committee system, the workplace training component of its undergraduate programs, its linkages with other training institutions (both technical and vocational education and training and tertiary) and like-minded external institutions. To these existing institutions, UTech is adding the Jamaica Teaching Company Scheme and a Technology Innovation Center, a business incubator for Jamaica. As the UTech undergoes this cultural transition, it is faced with myriad challenges, such as gaining the trust of industry, assisting staff inherited from CAST in making the cultural leap to UTech, creating the kind of environment in which people want to perform outstandingly, and helping students caught in the transition gain rather than lose in the process. (YLB)

ED 447 300 CE 080 934

Mills, Sandra
Flexible Learning at the Crossroads: Are Our Teachers Ready?
PUB DATE- 00
NOTE- 11p.; In: Cross-Roads of the New Millennium. Proceedings of the Technological Education and National Development (TEND) Conference (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Developed Nations; *Distance Education; Educational Research; Faculty Development; Foreign Countries; Higher Education; *Information Technology; *Inservice Teacher Education; *Staff Development; *Technological Advancement
IDENTIFIERS- *Australia; Flexible Learning

A study reflected on managing technological change in teaching and learning, with particular emphasis on staff development. It drew on two national reports in Australia. One report team interviewed senior management in 50 percent of Australian universities. The other reviewed 104 nationally funded information technology (IT) based teaching projects. These recommendations were made with implications for staff development: staff development opportunities should be provided in the areas of project management, working effectively in teams, evaluation of IT projects, and legal issues related to IT development for current and potential project leaders; staff

Carlton, Shiela; Sargant, Naomi
Across the Learning Divide: Adults Learning in the Arts and Crafts.
PUB DATE- 97
NOTE- 27p.; For full report, see: ED 424 370. Sponsored by the Arts Council of England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Age Differences; Art; *Art Activities; *Cultural Opportunities; Developed Nations; Foreign Countries; *Handicrafts; *Leisure Time; Lifelong Learning; Participant Characteristics; Services; Sex Differences
IDENTIFIERS- *Great Britain

Learning about the arts and crafts gives individuals the means to examine themselves and their relationship with the world around them, whether through being an appreciative audience or their own creative practice. The arts and crafts are themselves industries creating jobs both in arts forms and in their support. People want and are entitled to their share of cultural experience, from preschool through youth and adult education. A survey on adult participation in a range of arts and crafts in the United Kingdom reports these findings: most adult learning is carried out in leisure time; for most people, an interest in and a love for creative arts and crafts are a valued part of their leisure time; use of public libraries, cinema visits, and concert-going have increased; people show a high level of enjoyment for a wide variety of arts and crafts; gender differences are marked; three-fourths of respondents name arts or crafts they particularly enjoy; and already better educated and higher social classes engage in serious practice and learning. To increase access to learning in the arts, financial barriers must be overcome, advice and guidance services should be made available, more rational and flexible means of accreditation and progression are needed, and staff development is needed. Future challenges include access, progression routes, promotion of professional expertise, and support structures. (Contains 22 resources.) (YLB)

ED 447 318 CE 080 962

Frank, Fiona; Holland, Chris; Jeffery, Sue; Marquand, Alison; Neel, Alison
Breaking Down Barriers: Certificate in Workplace Basic Skills Training for Adult Basic Education Tutors & Co-Ordinators.
PUB DATE- 98
NOTE- 81p.; Edited by Fiona Frank and Chris Holland. Financial support provided by NIACE, Oxfordshire County Council Basic Skills at Work, The Adult College Lancaster, Suffolk Training and Enterprise Council, and Derbyshire County Council Community Education Service.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developed Nations; Educational Assessment; Foreign Countries; *Inplant Programs; Instructional Materials; Job Skills; Learning Activities; Literacy Education; Needs Assessment; Program Development; *Staff Development; *Tutors; *Workplace Literacy
IDENTIFIERS- Great Britain

Designed to familiarize experienced and qualified basic skills training levels in Canada and is essential in design of specific policy actions towards the pursuit of equity goals. Distribution considerations are addressed. Section 4 discusses issues related to informal learning and questions whether informal training is the optimal way for some groups to acquire new skills. Section 5 situates the issue of AET in the context of a strategy of human capital investment and provides a sense of what research priorities should be. Appendixes contain a statistical portrait of AET in Canada; summaries of major Canadian surveys of AET; and 48-item bibliography. (YLB)

ED 447 335   CE 080 983

Boothby, Daniel
Literacy Skills, the Knowledge Content of Occupations and Occupational Mismatch. Working Paper Series .
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Literacy; Developed Nations; *Education Work Relationship; *Educational Status Comparison; Educational Trends; Employment Qualifications; Foreign Countries; Job Analysis; *Job Skills; *Knowledge Level; *Occupational Information; Outcomes of Education; Postsecondary Education; Profiles; Workplace Literacy
IDENTIFIERS- *Canada

This paper examines aspects of the knowledge content of work and its relationship with workers' education level and literacy skills. An executive summary appears in English and French. After an introduction, Chapter 2 classifies occupations into seven categories based on knowledge content of the work. Chapter 3 develops profiles of the prevalence in each occupational category of work activities--in particular those involving use of literacy skills--using data from the Canadian sample of the International Adult Literacy Survey (IALS). The profiles show that, while use of literacy skills and other knowledge-intensive activities is most prevalent in skilled information occupations, these activities pervade all occupational categories. Chapter 4 examines the apparent mismatch between educational qualifications of university graduates and knowledge content of occupations in which they work. IALS data show that university graduates with low levels of literacy skills are far more likely to experience job-education mismatch (work in industries that require less than a bachelors degree) than are other university graduates and that mismatch is associated with sizeable earnings loss for postsecondary graduates. The chapter suggests that the most probable explanation for the increased job-education mismatch for university graduates between 1981-91 is that the number of university graduates in the workforce increased more rapidly than the number of jobs in the skilled information group of occupations. Appendixes contain initial and final assignments of occupations, output of discriminant analysis, and 18 references. (YLB)

ED 447 336   CE 080 984

The Transition from Initial Education to Working Life: A Canadian Report for an OECD Thematic Review.
PUB DATE- 00
NOTE- 84p.; OECD stands for Organisation for Economic Co-operation and Development. Report prepared by Coordinator for

electrotechnology trades is even more critical than is increasing the numbers of individuals in training. (Twenty-eight tables/figures/boxes and eight references are included.) (MN)

ED 447 352   CE 081 016

Maxwell, Graham; Cooper, Maureen; Biggs, Neville
How People Choose Vocational Education and Training Programs: Social, Education and Personal Influences on Aspiration.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Course Selection (Students); Cultural Influences; *Decision Making; *Educational Attitudes; Educational Demand; *Enrollment Influences; Enrollment Rate; Enrollment Trends; Environmental Influences; Foreign Countries; Literature Reviews; National Surveys; Occupational Aspiration; Relevance (Education); *Social Influences; Student Attitudes; Student Educational Objectives; Student Interests; Synthesis; *Vocational Education; Vocational Interests; Work Attitudes
IDENTIFIERS- *Australia

The reasons why Australians choose to enroll in vocational education and training (VET) programs were examined through a questionnaire survey and site visits. The questionnaire yielded responses from 1,501 VET students of a target sample of 3,000 students who were equally representative of the following fields of study: business, engineering, health and community welfare, and tourism and hospitality. The site visits covered a representative sample of 11 public and private VET institutions and included interviews with institute management, department heads and teachers, counselors, and students. Some representative employers were also interviewed. Work experience or employment proved far more influential than any other factor in learners' choice of a VET program, followed in order by parental or guardian influence, performance in school subjects, advertising booklets or handbooks, personal experience of study at a college or university, personal friends, and employers. (Nineteen tables and 81 references are included. The following items are among those appended: sampling plan; list of groups sampled; background information statistics; tables detailing respondents' employment and educational histories, factor analysis of reasons for selecting the VET course; information about the sites visited; interview schedule for the site visits; and lists of employers interviewed and participants.) (MN)

ED 447 353   CE 081 017

Dumbrell, Tom
Measuring the Outcomes of Vocational Education and Training. Review of Research.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Community Attitudes; Cost Effectiveness; Data Collection; Delivery Systems; Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Demand; Educational Finance; Educational Research; Educational Supply; Employer Attitudes;

NOTE- 20p.; Paper presented at the Annual Conference of the American Psychological Association (108th, August 4-8, 2000, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Counselor Characteristics; *Ethnicity; *Foreign Students; *Help Seeking; Helping Relationship; Higher Education; Social Support Groups; Student Personnel Services
IDENTIFIERS- United States (Southwest)

In the last two decades, the international student population has increased in the United States. Although these students demonstrate a need for counseling services, they often underutilize what counseling services colleges and universities have available. Researchers have reported that people from different ethnic and social groups display different problems, coping strategies, and preferences for counseling styles. This paper looks at the differences found among international students regarding their expectations from counseling services and counselors. International students (N=170) enrolled in a southwestern university participated in the study. The results indicated that international students underutilized counseling services. Friends were their most preferred source for help, followed by their parents and teachers. International students did not prefer counselors to be highly informed about students' cultural backgrounds but were more concerned about their years of experience. The paper discusses some of the limitations of the study, including the sample size. (Contains 35 references.) (JDM)

ED 447 373 CG 030 458

Fertman, Carl I.; Schlesinger, Jo; Fichter, Cele; Tarasevich, Susan; Zhang, Xiaoyan; Wald, Holly
Student Assistance Program in Pennsylvania. Evaluation Final Report.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; At Risk Persons; Educational Objectives; *Elementary Secondary Education; *Integrated Services; *Program Evaluation; *Program Improvement; School Community Programs; School Involvement; Success; Youth Problems
IDENTIFIERS- Pennsylvania

This report contains the second year evaluation of the Student Assistance Program (SAP) in Pennsylvania. These school-based and school-linked programs address barriers to learning for youth at risk for social and emotional problems, drug and alcohol use and abuse, and depression. Second year evaluation focused on identifying essential components related to SAP, delineating indicators for each component area, and outlining a benchmarking process for technology transfer and ongoing improvement. The six areas include: (1) referral processes; (2) parent consent practices; (3) intervention; (4) contract provider assessments; (5) school-based probation officers' SAP involvement; and (6) SAP improvement and satisfaction. The evaluation produced three outcomes. First, nine SAP component areas and corresponding indicators were identified. Second, the evaluation findings suggest a strategy to improve SAP effectiveness and best practices at the school level. Third, a handbook was produced to summarize and present the salient

State Aid; Surveys; Teacher Education

This study was designed to analyze the implementation of state and district mandated academic standards, assessment processes, accountability, and intervention strategies at the middle-school level. Its goal is to identify and describe intervention strategies that are effective in increasing the ability of middle school students in at-risk situations to achieve state or district academic standards. Seventeen states identified by Achieve, a bipartisan, nonprofit organization created by governors and business leaders to support efforts to raise academic standards and improve student performance, participated in the study. The survey asked a number of questions related to standards-based reform, such as whether states provided funding for intervention programs to help students who are failing or are in danger of failing; and whether dropout rates have increased as a result of the implementation of higher standards. The results of survey questions are presented in table form throughout the report. In sum, the report argues that states should use their newly established and more rigorous standards to develop interventions that provide teachers with the skills and knowledge required to teach to the highest standards, along with providing students with additional opportunities to achieve the highest standards. It urges that interventions be in place before accountability measures are enforced. (Contains 5 tables and 32 references.) (JDM)

ED 447 394 CG 030 512

Making a Difference: Report of the Task Force on Dropout Prevention, Intervention, and Recovery, Spring 1998.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; At Risk Persons; Cooperation; *Dropout Prevention; *High School Students; High Schools; Intervention; Prevention; School Community Relationship; *Statewide Planning; Strategic Planning
IDENTIFIERS- Maryland

This publication is a report from a task force charged with developing a vision and making recommendations for a comprehensive system of dropout prevention, intervention, and recovery within the state of Maryland. The challenge was given urgency due to three factors: (1) rigorous standards for students that were part of school improvement programs could cause more students to drop out unless changes were made in instruction; (2) the number of young people will increase over the next decade, as well as the proportion considered at risk; and (3) positive correlation between levels of educational achievement and learning in the new labor market of the 21st century will intensify. The Task Force agreed on the following visions: (1) provide rigorous, relevant, and engaging instruction within a supportive environment; (2) prevent students from starting down the path toward dropping out; and (3) collaborate with families, communities, employers, and postsecondary programs to provide integrated support and learning experiences. The report includes a description of who drops out and why; who can make a difference and how; Task Force recommendations; how to implement the recommendations; and notes; and attachments on programs serving at-risk students, dropout statistics, and program approaches. (Contains tutoring components. It also includes an indepth examination of the yearlong tutoring sessions of two tutors and their three tutees. Contains 25 references and 11 tables of data; an appendix contains a tutor survey. (Author/RS)

ED 447 414   CS 013 954

West, Karen, Ed.
Arizona Reading Journal, 1999-2000.
PUB DATE- 00
NOTE- 86p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Educational Technology; Elementary Education; English (Second Language); Higher Education; *Literacy; Poetry; *Reading Instruction; Social Studies

The two issues of the 1999-2000 "Arizona Reading Journal" provides information about reading in general and about the activities of the Arizona Reading Association. The Fall 1999 issue includes the following articles: "IRA Resolution on Class Size"; "Teaching Reading in Social Studies" (Marlow Ediger); "Examining the Role of Student-Written Texts in College EFL Instruction" (Yuanzhong Zhang); and "Technology and Literacy in Classrooms: Award Winning Projects Reviewed" (Karen West). The Spring 2000 issue includes the following articles: "International Reading Association's Resolution on Providing Books and Other Print Materials for Classrooms and School Libraries"; "Building Bridges: A Fourth Grade Cultural Exchange" (Judi Moreillon); "Loupe-Looking and Literacy" (Randall Smith); and "Writing Haiku: Learning to Focus" (Jo Cleland, Peter Rillero and Karen Conzelman). The issues also include book reviews, announcements of scholarship and teacher grants, lists of Web sites, and information on conferences. (RS)

ED 447 415   CS 013 989

McGee, Lea M.; Richgels, Donald J.
Literacy's Beginnings: Supporting Young Readers and Writers. Third Edition.
PUB DATE- 00
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Classroom Environment; Developmental Stages; Diversity (Student); Early Childhood Education; *Emergent Literacy; Primary Education; *Reading Instruction; Student Evaluation; *Writing Instruction

This book is intended to help preservice and inservice teachers, parents, and other caregivers of young children to be aware of and supportive of children's literacy knowledge as it grows and changes in the years from birth through early elementary school. It provides a guide to the long continuum of literacy growth, from the very beginning years, when children's reading and writing efforts are difficult to recognize, through the early elementary school years, when children begin to receive formal literacy instruction. Each chapter includes a list of key concepts used in the chapter, a case study on children's interactions with writing, advice on seeking out real-life

PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; *Instructional Effectiveness; Instructional Materials; Preschool Education; *Program Content; Program Descriptions; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research

This paper provides an overview of SuccessMaker, a computer-based reading program that uses literature-based activities to focus on comprehension, vocabulary, phonics, and writing. Intended for use with students in prekindergarten through grade 8, the curriculum challenges students to apply knowledge from literature, content-area reading and interdisciplinary thematic units. SuccessMaker consists of computer-based courses that are designed to complement a classroom reading program with individualized instruction, strategy lessons, and resources and tools for enhancing reading comprehension skills. The main features of SuccessMaker include: standards-based content and instructional design; individualized instruction; continuous progress assessment; authentic literature; resources and tools; flexibility (teachers can customize instruction, and students can work as individuals or partners, focusing on reading skills, writing skills, or higher-order reading and thinking skills); bilingual options (for students learning to read and write in Spanish); parent and community involvement; and customized programs for special populations. SuccessMaker reading programs are currently (1999) being used in more than 16,000 schools nationwide, approximately two-thirds of them elementary schools. Sections of the paper discuss background, philosophy and goals, program components, evidence of effectiveness, professional development and support, implementation, costs, considerations, contact information, and policy issues and questions. (SR)

ED 447 437 CS 014 131

Voyager.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Cooperative Learning; Elementary Education; *Instructional Effectiveness; Instructional Materials; *Program Content; Program Descriptions; *Reading Instruction; *Reading Programs; Reading Research; Summer Programs
IDENTIFIERS- *Voyager Expanded Learning

This paper provides an overview of the Voyager Expanded Learning programs. Initially begun with hands-on, activity-based learning experiences centered around academic themes designed to pique children's interest and motivate them to learn, Voyager has expanded from elementary after- and summer-school programs to include K-8 programs designed for use during school, after school, between sessions, and summer school. Primary characteristics of Voyager programs include: (1) a restructured classroom that promotes collaborative learning; (2) a redefined role for teachers; (3) objective assessment and evaluation used as a diagnostic tool to facilitate a

Improving Reading Comprehension Strategies Using Student Produced
  CD's Combined with More Traditional Activities.
PUB DATE- 99
NOTE- 12p.; Paper presented at the European Conference on Reading
  (11th, Stavanger, Norway, August 2-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Childrens Literature; *Instructional Innovation;
  *Optical Data Disks; Primary Education; Prior Learning;
  *Reading Comprehension; *Reading Strategies; Schemata
  (Cognition); *Student Developed Materials
IDENTIFIERS- Meaning Construction; *Technology Integration

Readers possess vast amounts of knowledge gained from their prior experiences and exposures. The more they are helped to use that knowledge for connecting new ideas to known subjects as they read, the better their comprehension will be. Discussions before reading have been a traditional way to activate students' schema for stories, but a new method that integrates technology into the curriculum in the form of CDs prepared by children bears examination. Such CDs are an innovative way to activate readers' schema. The process of making the CDs enhances the use of reading and writing together to construct meaning while at the same time modeling the metacognition skills so important to success in reading. The CD contains information about children's books in sections on main character, vocabulary, problem, and clues which set the purpose for reading. The CD was produced with a group of third-grade students, and the objective for the students was to decide the background information that would be needed by other readers to successfully understand the story. A specific CD for the book "Cat Walk" (Mary Stolz) illustrates the process. The entire process, from the first readers to the end users, helps to place importance on thinking about what knowledge and experiences are needed to understand stories at an enhanced level and models the use of prior knowledge to enhance meaning. (Contains an "extension text set" bibliography for use with "Cat Walk," 7 references, and illustrations.) (NKA)

ED 447 458   CS 014 155

Bodrova, Elena; Paynter, Diane E.
Early Literacy: New Issues and New Challenges. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; With Shaw Issues.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
  (050),Information Analyses/State-of-the-art Materials
  (070),Reports - General (140)
DESCRIPTORS- *Diversity (Student); *Emergent Literacy;
  Instructional Effectiveness; Primary Education; Professional
  Development; Second Language Learning; *Student Needs; Teacher
  Role
IDENTIFIERS- Literacy Assessment

This policy brief, intended for education policymakers, enumerates concerns about literacy which have surfaced in recent years. The brief notes that: (1) American schools have seen enormous changes in student demographics; (2) increased

This report presents the results of the 2000 NAEP (National Assessment of Educational Progress) fourth-grade reading assessment for the nation. Results in 2000 are compared to previous NAEP reading assessments. After an introduction, chapter 1 presents average scale scores and achievement level results for the nation. Chapter 2 presents average scale score and achievement level results for selected subgroups of the fourth-grade students. In Chapter 3, school and home contexts for learning are addressed. Chapter 4 discusses becoming a more inclusive national assessment. Major findings are: (1) the reading performance of the nation's fourth graders remained relatively stable across assessment years; (2) significant changes were evident at the upper and lower ends of the performance distribution--higher performing students made progress, and the score at the 10th percentile in 2000 was significantly lower than 1992; (3) in 2000, the percentage of fourth-grade students performing at or above the "basic" level was 63%, and performance at or above the "proficient" level was achieved by 32% of fourth graders; (4) female fourth graders had a higher average score than their male peers; (5) white and Asian/Pacific Islander students outperformed their black, Hispanic, and American Indian peers; (6) students in the Northeast and Central regions outperformed their counterparts in the Southeast and the West; (7) students in central city schools had a lower average score than their peers in urban fringe/large town and rural/small town locations; (8) students eligible for the free/reduced lunch program had a lower average score than students ineligible for that program; (9) students attending public schools had lower average scores than their peers attending nonpublic schools; (10) students who reported reading more pages daily in school and for homework had higher average scores than students reporting reading fewer pages daily; and (11) the average score for the nation was lower in the results that included the performance of students who needed and were provided with testing accommodations. Appendixes contain an overview of the procedures used; sample text and questions; and data. (RS)

ED 447 474   CS 014 205

The Nation's Report Card: Fourth-Grade Reading Highlights 2000.
PUB DATE- 01
NOTE- 14p.; For the full report, see CS 014 204; for a PowerPoint
  slide presentation related to this report, see CS 014 206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 4; Intermediate Grades;
  *National Competency Tests; *Reading Achievement; Reading
  Research; Sex Differences; Standardized Tests; *Student
  Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This report highlights the results of the 2000 NAEP (National Assessment of Educational Progress) fourth-grade reading assessment for the nation. Results in 2000 are compared to previous NAEP reading assessments. The report presents average scale scores, information on students reaching NAEP achievement levels, percentiles and reading performance, student subgroup findings, home and school factors, and information on the NAEP Web site. Major findings are: (1) the reading performance of the nation's fourth graders remained relatively stable across assessment years; (2) significant changes were evident at the upper and lower ends of the performance distribution--higher performing students made progress, and the score at the 10th

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Childrens Literature; *Creative Expression; Elementary Education; Foreign Countries; *Illustrations; *Picture Books; *Writing for Publication
IDENTIFIERS- Illustrators; *Personal Experiences; Work Habits

This paper recounts the personal creative experiences of an author/illustrator of picture books for children. In the paper the author/illustrator tells how he works: he gets the words into a more or less finished form before starting to draw the pictures, and then moves on to a process of elimination and continual return to the text. The paper also discusses using "found" texts, or stories that are already in existence, such as nursery rhymes. The author/illustrator's picture book "The House That Jack Built" (1999) is used to show the creative process that is employed, and excerpts from an interview are reproduced to explain a particular page in the picture book. (HKA)

ED 447 494   CS 217 291

Allington, Richard L.; Johnston, Peter H.
What Do We Know about Effective Fourth-Grade Teachers and Their Classrooms? CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Grade 4; Instructional Materials; Intermediate Grades; *Literacy; *Teacher Effectiveness; Teacher Role; *Teaching Skills
IDENTIFIERS- *Exemplary Teachers; Outstanding Teachers; Teaching Research

This research report summarizes the features associated with exemplary teaching at the upper elementary level drawn from available research. The report then compares the results from the author/researchers' own study of the nature of classroom talk, curriculum materials, organization of instruction, and evaluation in 30 fourth-grade classrooms in 24 schools in 5 states. Findings show substantial convergence between the previous studies and their own; in addition, their analyses show that exemplary teachers produce the kinds of student literacy achievement that is beyond even the most sophisticated standardized tests. (Contains 37 references.) (Author/HKA)

ED 447 495   CS 217 292

Fisher, Ros
Changing Teacher Practice: A Report of Changes in the Practice of Teachers in England Following the Introduction of a National Literacy Strategy.
PUB DATE- 00
NOTE- 19p.; Paper presented at the International Reading Association World Congress on Reading (18th, Auckland, New Zealand, July 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Techniques; Educational Research; Elementary Education; Foreign Countries;

ED 447 513 CS 510 420

Goodsell, Diana
Using Audience Analysis as a Learning and Evaluation Tool.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; Class Activities; Classroom Techniques; Feedback; Higher Education; Instructional Effectiveness; Introductory Courses; Learning Activities; *Public Speaking; Questionnaires
IDENTIFIERS- Questions

This paper describes an activity that is not only effective for teaching audience analysis to introductory public speaking students, but also serves as an instructor feedback tool. The activity outlined in the paper takes students through every step of the audience analysis process, from selecting question types to tallying and formulating results. To help the instructor develop the activity, the paper provides a purpose statement, a list of materials needed, time requirement, and a rationale. Includes a sample dispositional audience analysis questionnaire. (NKA)

ED 447 514 CS 510 421

Li, Ming-sheng
Perceptions of the Place of Expatriate English Language Teachers in China.
PUB DATE- 99
NOTE- 343p.; Ph.D. Thesis, La Trobe University.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Cross Cultural Studies; Cultural Context; *Cultural Differences; *English (Second Language); *English Teachers; Foreign Countries; Higher Education; Student Attitudes; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- China

A study inquired into the cross-cultural perceptions of the place of English-speaking teachers teaching English to English language majors in Chinese tertiary institutions. A case study was conducted in 1997 in nine Chinese tertiary institutions in a southwestern province of the People's Republic of China. Four groups of people participated in the survey: expatriate English language teachers, and Chinese university students, teachers, and administrators. The goal of the study was to identify the potential sources of the problems encountered by expatriate English language teachers in China in the process of the introduction of Western teaching pedagogies and to explore possible solutions to these problems. Results indicated that conflicts arose from the significant perceptual differences between Chinese students and expatriate teachers in some fundamental conceptions about language learning and teaching. It appeared that teaching and learning were so socio-culturally conditioned and teaching methodologies were also so context-specific that the transfer of the pedagogical expertise from one culture to another without regard to the local cultural values, expectations, history, and educational philosophies led to learner and teacher-learner conflicts. This study proposes making use of "border pedagogy" to transcend these culture-

Television and Print News" (Florann Arts); "Prospects and Limitations of World System Theory for Media Analysis: The Case of Middle East and North Africa" (Shelton A. Gunaratne); "The Image of Muslims as Terrorists in Major U.S. Newspapers" (Natalya Chernyshova); "Media Literacy and India's Ramayan in Nepal: Are TV Aesthetics Universal or Culture-Bound?" (Elizabeth Burch); "Between the Government and the Press: The Role of Western Correspondents and Government Public Relations in Reporting on the Middle East" (Mohammed el-Nawawy and James D. Kelly); "A Talking Nation, Not a Talking Individual: A New Order in Tanzania?" (Jyotika Ramaprasad); "McQuail's Media Performance Analysis and Post-Communist Broadcast Media: A Case Study of Broadcasting in Estonia" (Max V. Grubb); "Sovereignty, Alliance and Press-Government Relationship: A Comparative Analysis of Japanese and U.S. Coverage of Okinawa" (Mariko Oshiro and Tsan-Kuo Chang); "Government, Press and Advertising Revenue: Impact of the 27 October, 1987 Suspension of 'The Star's' License to Publish on 'The Star' and the Competing 'New Straits Times'" (Tee-Tuan Foo); "The Post-Cold War Bulgarian Media: Free and Independent at Last?" (Robyn S. Goodman); "Korean Environmental Journalists: How They Perceived A New Journalistic Role" (Jaeyung Park and Robert A. Logan); and "Manufacturing Consent of 'Crisis': A Content Analysis of the 'New York Times' Reporting on the Issue of North Korean Nuclear Weapon" (Oh-Hyeon Lee). (RS)

ED 447 535   CS 510 452

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). History Division.
PUB DATE- 00
NOTE- 366p.; For other sections of this proceedings, see CS 510 451-470.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Criticism; Films; Higher Education; *Journalism Education; Journalism History; *Newspapers; Public Relations; Racial Attitudes; Theater Arts; World War II
IDENTIFIERS- Confederate States of America; Influenza; *Japanese Relocation Camps; Ku Klux Klan; Media Coverage; *Media Government Relationship; Nineteenth Century; Science Journalism; Spencer (Herbert)

The History Division section of the proceedings contains the following 13 papers: "William G. Brownlow and The Knoxville 'Whig': A Career of Personal Journalism or Partisan Press?" (Alisa White Coleman); "Covering the Century: How Four New York Dailies Reported the End of the 19th Century" (Randall S. Sumpter); "Science, Journalism and the Construction of News: How Print Media Framed the 1918 Influenza Pandemic" (Meg Spratt); "The Klan and Press in Atlanta, 1919-1921: A Tale of Public Relations and Newspaper Opposition" (Hanna E. Norton and Karen S. Miller); "The Confederate Press Association: A Revolutionary Experience in Southern Journalism?" (Ford Risley); "Selling the National Pastime: The Start of Major League Baseball Public Relations" (Bill Anderson); "Czars, Presidents, Philosophers, and Miscegenation: The Cultural Power of Early Motion Pictures" (Elaine Wells Reed); "'Pounding Brass' for the Associated Press: A Press Telegrapher Recalls His Craft" (J. Steven Smethers); "American Press Coverage of Sociologist Herbert Spencer During His 1882 Visit to America" (Jack Breslin); "Strange Bedfellows, or a Marriage Made in Heaven? Advertising, the Federal Government, and the Second

NOTE- 32p.; An earlier version of this paper was presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citations (References); Communication Research; *Debate; Debate Format; *Ethics; Higher Education; Plagiarism; *Public Speaking; *Speech Communication
IDENTIFIERS- American Forensic Association; *Evidence

A study investigated the use of source citations and evidence in the final round of Informative Speaking at the 1998 American Forensic Association-National Individual Events Tournament (AFA-NIET). The "AFA Code of Forensics Program and Forensics Tournament Standards for College and Universities" was the framework for the analysis. Videotapes of the six final-round contestants' speeches in the category of Informative Speaking were reviewed for their use of evidence. Numerous discrepancies were found between the sources/evidence stated in the speeches and the actual sources. The study organized the ethical concerns around the three primary evidence violations of the AFA: fabricated evidence, distorted evidence, and plagiarism. Results indicate that all six final-round speakers contained evidentiary problems within their presentations. The study highlights 18 instances of fabricated evidence, and 10 instances of distorted evidence, and examines multiple acts of plagiarism committed in one speech. All six speakers violated the AFA code in one manner or another. The study offers recommendations for students, coaches, and judges to avoid such results in the future. Contains 12 tables, 8 endnotes and 35 references. (SR)

ED 447 557   EA 030 487

Harris, Ben M.
Developing a Curricular Sequence for a Doctoral Program in Educational Leadership.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Course Content; *Curriculum Development; Degree Requirements; *Doctoral Programs; *Educational Administration; Graduate Students; Higher Education; *Leadership; Program Development; Questionnaires; Tables (Data)
IDENTIFIERS- Council of Chief State School Officers; *Educational Leadership; *University of Texas Pan American

An effort to build a curricular framework for doctoral study at the University of Texas-Pan American, using themes and standards proposed by the Council of Chief State School Officers and others, is described. A small faculty group undertook to simultaneously develop a curricular sequence of course topics while initiating a new doctoral program using a traditional set of course titles. Issues, concepts, theories, problems, and other content topics were identified, categorized, and submitted to review using a forced-choice inventory technique with perceptions of students, faculty, and practitioner-leaders responding. Findings include initial consensus around both high priority and least chosen topics leading to extending the content items to fit a theme and standards matrix. Initial data on perceived priorities also

Ley, Joyce
Charter Starters Leadership Training Workbook 1: Start-Up Logistics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 72p.; For others in the Charter Starters series, see EA 030 730-733.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Policy; Elementary Secondary Education; Leadership Training; Mission Statements; Nontraditional Education; *Program Implementation; School Policy; *Workbooks
IDENTIFIERS- Chartering Process

This workbook is the first in a series devoted to all areas of charter-school development. It addresses the logistics of starting a school, such as drafting a charter, creating a vision and mission, accessing expert information, navigating the application process, acquiring a facility, establishing a legal entity, and contracting for services. The text is divided into six sections. Chapter one focuses on getting started, the stages of charter-school development, and offers three different perspectives of charters. Chapter two explores ways to develop a vision and mission and discusses the tools that will be needed to sustain the vision. The next chapter looks at strategies for establishing the core founding group, required skill areas, skills inventory, characteristics of core founding groups, and how to access experts. Chapter four examines aspects of application and renewal, including state-specific requirements and characteristics of a great application. Facilities and financing are discussed in chapter five along with the development of a needs assessment and how to identify possible sites. The last chapter details some of the many legal issues that confront charter founders and describes the various types of legal status and the need to establish tax-exempt recognition. (RJM)

ED 447 576   EA 030 730

Ley, Joyce
Charter Starters Leadership Training Workbook 2: Regulatory Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 54p.; For others in the Charter Starters series, see EA 030 729-733.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Civil Rights; Educational Policy; Elementary Secondary Education; *Federal Regulation; Leadership Training; Nontraditional Education; *Program Implementation; School Policy; *Workbooks
IDENTIFIERS- Chartering Process

This workbook is part of a series devoted to all areas of charter-

ED 447 598 EA 030 758

Portin, Bradley S.
Principal Distinctives in the United States: The Intersection of Principal Preparation and Traditional Roles between Education Reform and Accountability.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Change; *Elementary Secondary Education; *Leadership Qualities; *Leadership Training; *Principals; Public Schools; Role Conflict; Urban Schools
IDENTIFIERS- *Washington

This paper uses the urban setting as a case study of some of the persistent challenges facing school principals. It uses data from Washington State and the University Council for Educational Administration's "Thousand Voices from the Firing Line" project to examine the perceived challenges of leading urban schools from the perspective of those who are in the role--urban school principals. From the analysis of these data, the paper describes several categories of urban leadership challenges and compares those challenges to new capacities for the principalship outlined in the National Commission for the Principalship and the Interstate School Leaders Licensure Consortium, including increased job pressures and managing resources. The paper concludes by linking urban principals' perceptions with emerging leadership capacities in order to inform professional preparation programs in the United States. (Contains 16 references.) (DFR)

ED 447 599 EA 030 774

Ross, Steven M.
How To Evaluate Comprehensive School Reform Models. Getting Better by Design, Volume 8.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Education Commission of the States, Denver, CO.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Methods; Elementary Secondary Education; Formative Evaluation; *Outcomes of Education; *Program Evaluation; Summative Evaluation
IDENTIFIERS- *Reform Efforts

This guide is designed to help school district leaders promote comprehensive school reform (CSR) and to assist schools in evaluating the implementation and outcomes of their CSR models. The guide discusses why evaluation is critical and how to use it as a tool for continuous improvement in CSR models. Summative and formative evaluations are discussed. Among the key outcomes that formative evaluations consider are implementation progress, school climate, classroom teaching and

*Transitional Programs; Vocational Education
IDENTIFIERS- ERIC Digests; *Social Skills Training

This digest describes the post-school outcomes of students with emotional and behavioral disorders (EBD) in education, employment, and social relationships. It also presents several school-based strategies to improve the post-school outcomes for students with EBD, including: (1) social skills training that involves both direct instruction and teacher mediation; (2) peer mediation and conflict resolution; (3) positive behavioral support that includes problem solving school teams, implementation of prevention-focused, validated strategies based on team decisions, matching both appropriate and inappropriate behaviors with the contexts in which the behaviors occurred, and systematic reinforcement of and focus on appropriate behaviors within multiple school environments; (4) vocational training that provides special job training and experience through vocational work placements, job coaching, and other related activities; (5) transition planning that identifies community agencies that can assist in meeting financial needs, provides employment training from multiple work sites, and identifies counseling agencies to assist in addressing life-stresses; and (6) wrap-around planning that matches individual and family needs with community agencies and opportunities. (CR)

ED 447 617   EC 308 106

Elliott, Judy L.; Thurlow, Martha L.
Improving Test Performance of Students with Disabilities...On District and State Assessments.
PUB DATE- 00
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Decision Making; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Inclusive Schools; Test Coaching; Test Wiseness; Testing Problems
IDENTIFIERS- *Testing Accommodations (Disabilities)

This book is intended to provide a systematic approach to improving the test performances of students with disabilities in the context of the increased inclusion of these students in state and district educational assessments. Chapters include guides for decisions and forms to document them and to track student progress. Each chapter also provides a self-test for the reader and a list of additional resources, including Internet sites. Chapters address the following topics: (1) key elements in maximizing the performance of students with disabilities; (2) principles and examples of educational accountability; (3) standards-based instruction as the backbone of educational accountability; (4) improving the performance of students on alternate assessments; (5) accommodations--making sound decisions for instruction and assessment; (6) preparing students for testing; (7) parent support for testing; (8) integrating transition needs with accountability requirements; (9) instruction--the bottom line in improving test performance; (10) teaching and assessment for students in the gray area; and (11) addressing the assessment needs of students with disabilities who are learning English. Also included are reproducible forms, a list of resources for professional

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Community Colleges; Educational Policy; Equal Education; *Head Injuries; Institutional Characteristics; *Learning Disabilities; Policy Formation; Program Design; Self Esteem; Severe Disabilities; *Student Empowerment; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Longview Community College MO

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Longview Community College (LCC) in Lee's Summit, Missouri. LCC has developed and implemented the ABLE (Academic Bridges to Learning Effectiveness) program, an intensive support services program designed to empower individuals with learning disabilities or brain injuries with the skills needed to gain control of their own lives and learning. This major objective comprises several goals, including increased level of comfort in the college setting, self-knowledge, knowledge of rights and appropriate accommodations, assertiveness skills, remediated basic skills, and higher self-esteem. The report discusses the mission, goals and objectives of ABLE, significant features of the ABLE program, key factors that make ABLE's approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of ABLE's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

ED 447 636 EC 308 125

Gugerty, John, Ed.; Knutsen, Caryl, Ed.
Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing, Hinds Community College, Raymond, MS.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 79p.; For related Wisconsin University disability documents, see EC 308 122-127. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Community Colleges; *Deafness; Educational Policy; Equal Education; *Hearing Impairments; Institutional Characteristics; Policy Formation; Program Design; Severe Disabilities; *Student Personnel Services; Two Year Colleges

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Hinds and businesses. Students spend a minimum of 45 hours in unpaid internships, and receive elective academic credit and a grade. Group internships teach students about all aspects of an industry. For example, the law group internships provide seminars for students to learn about all types of law and the role of the judiciary. Students also spend 13 hours in courtroom observation. An active advisory board of volunteers represents diverse segments of the community. The information packet includes a description of the program's activities, program evaluation information, a planning guide, a sponsor's guide, a short videotape describing the program, and a curriculum guide. (CR)

ED 447 654 EC 308 143

Florida Course Descriptions: Exceptional Student Education, Grades 9-12, 1999 Revisions. Suggested Course Performance Objectives.
PUB DATE- 99
NOTE- 1302p.; Funded under the Individuals with Disabilities Education Act (IDEA), Part B. Developed by the Implementing Standards and Courses for Exceptional Student Education Project, through the Center for Performance Technology, Florida State University.
LANGUAGE- English
EDRS Price- MF10/PC53 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Career Education; Competency Based Education; Course Descriptions; Curriculum Development; Daily Living Skills; *Disabilities; Enrichment Activities; *Gifted; Graduation Requirements; High Schools; *Secondary School Curriculum; *Special Education; *State Standards; *Student Educational Objectives; Transitional Programs; Vocational Education
IDENTIFIERS- *Florida

This document presents the full revised course descriptions for Florida exceptional student education in grades 9-12. Courses incorporate the Florida standards for a special diploma. Requirements include a list of related benchmarks from the state standards for each level of functioning: independent, supported, and participatory. Introductory material discusses changes in this revision, explains the sections of each course description, provides a chart for determining levels of functioning, and explains the new course performance objectives. Each course description includes a course header with the subject area, course name and number, changes, and credits; major concepts/content; any special notes such as legal requirements about the intended student population; and course requirements. Courses are grouped into categories: (1) academic subject areas (e.g., reading, life skills communication, mathematics, health and safety, social studies, and life management and transition); (2) supported level courses (academic, communications, personal, and leisure, and social skills for functional living); (3) special skills courses (preparation for post-school adult living, skills for students with specific disabilities, and learning strategies); (4) miscellaneous (physical education, driver education, visual and performing arts); (5) gifted (research methodology, externships); and (6) vocational education (exploratory, practical arts, business technology, industrial, and career preparation). (DB) outdoor air ventilation and an explanation of energy recovery ventilation technology that can help lessen these costs. An annotated list of areas where adjustments in energy-efficiency measures may be needed is provided. Two resources for additional information are provided. (GR)

ED 447 677 EF 005 802

Revitalizing Rural Education. Community Facilities Programs & Organizations Concerned about Rural Education.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Schools; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Guidelines; Public Schools; *Rural Schools
IDENTIFIERS- *Loan Programs; *Qualified Zone Academy Bonds

This handbook informs school personnel and the business community about the opportunities available to assist rural community's efforts in revitalizing their education systems. The handbook's first two sections examine the different funding sources available for school improvement programs and loan eligibility, and discusses the benefits lenders can realize when providing these loans. The third and final section details the components of the Qualified Zone Academy Bonds (QZAB) financing tool covering eligibility criteria, the required business pledges, how to qualify for a QZAB, tax treatments, and benefits to lenders. An example of a QZAB success story is also provided. An addendum lists examples of different community facilities programs. (GR)

ED 447 678 EF 005 803

McGahan, Wm. C.
From the Ground Up: Practical Information on a School Construction Project.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; *Catholic Schools; *Educational Facilities Planning; Educational Finance; Elementary Education; *Elementary Schools; Public Schools; *School Construction

This paper describes some of the author's experiences in financing and building a new $4 million Catholic elementary school facility and activities center in rural North Platte (Nebraska). Important points that lead to successful school building projects are highlighted and include establishing good relationships with all the stakeholders involved, developing a clear and well-substantiated need, selecting a quality building committee, selecting a quality architect in whom the entire community has confidence, and hiring a proven firm to lead the capital campaign effort. Good communication with all parties is stressed as key to all phases of the process. (GR)

ED 447 679 EF 005 804

provide students with a model of critical behavior they can take with them to the outside world. The "loop input" model is suggested as an effective means of introducing critical pedagogy to TESOL graduate students. This method specifically teaches the tenets of critical pedagogy while allowing the students to experience critical pedagogy in the course. Such techniques include empowering students by giving them a participatory role in curriculum design and employing dialogic and problem-posing teaching methods. Scholarly references appear throughout the text, and 21 references are appended. (KFT)

ED 447 701 FL 026 477

Cruz, Gladys I.
Collegial Networks: A Team of Sixth-Grade Teachers in a Two-Way Bilingual Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Case Studies; Classroom Environment; Educational Administration; *English (Second Language); Grade 6; *Immersion Programs; Middle Schools; Professional Development; Second Language Instruction; Second Language Learning; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Education; Teaching Conditions; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Two Way Bilingual Education

This case study focuses on a team of middle school teachers in a two-way immersion bilingual education program. The report explores the following questions: How does the organizational structure of the middle school under study promote or impede professional networks among the teachers? What type of teaching-learning practices do these forces promote? What are the feature components of the language, reading, writing, and content area study that make the classrooms under study special places where "high literacy" is taught and learned? These questions are examined by considering three interrelated contexts: teachers as individuals, teachers as members of professional networks, teachers as members of classroom communities. By looking at these three contexts, we can consider the multiple voices that influence teachers' practices. The study also illustrates how the organizational structure of a middle school can promote collegial relationships among bilingual and mainstream teachers, which affect these teachers' practices. (Contains 28 references.) (Author/KFT)

ED 447 702 FL 026 478

Backer, James A.
Multi-User Domain Object Oriented (MOO) as a High School Procedure for Foreign Language Acquisition.
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Class Activities; Classroom Communication; *Computer Mediated Communication; Computer Uses in Education; *English

Boyd, Rossana Ramirez
Attitudes of Teachers of Spanish as a Foreign Language toward Teaching Spanish to Hispanic Students in Urban Schools.
PUB DATE- 00
NOTE- 271p.; Doctoral Dissertation, Louisiana State University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cultural Background; Cultural Maintenance; Elementary Secondary Education; Ethnic Groups; *Heritage Education; Hispanic American Students; Interviews; *Language Attitudes; *Language Teachers; *Native Speakers; Second Language Instruction; Second Language Learning; Social Science Research; Sociolinguistics; *Spanish; Spanish Speaking; *Teacher Attitudes
IDENTIFIERS- Language Attitude Scale

The purpose of this dissertation was to investigate the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic American students--students who often possess oral fluency in Spanish but lack reading and writing skills in Spanish. The research was guided by four questions about the teachers' attitudes toward the use of Spanish, teaching of Spanish as a heritage language to Hispanic students, and the use of English at home and at school in the United States. Data were gathered from 48 teachers and two surveys, the Attitudes of Teachers of Spanish as a Foreign Language Survey and the Language Attitudes of Teachers Scale (LATS). Findings indicated that Spanish heritage courses should be taught separately from Spanish foreign language courses, because the linguistic and cultural needs of Hispanic students differ from those of other students. Participants identified several obstacles to the implementation of heritage programs and felt that more support from school administrators; better motivation of Hispanic students; more teacher training; more material resources for curriculum, assessment, and instructional materials; and more coordination with guidance counselors was necessary to overcome these obstacles. (Contains four appendices and 72 references.) (KFT)

ED 447 720 FL 026 505

Pufahl, Ingrid; Rhodes, Nancy C.; Christian, Donna
Foreign Language Teaching: What the United States Can Learn from Other Countries. ERIC Clearinghouse on Languages and Linguistics Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.; Prepared for the U.S. Department of Education's Comparative Information on Improving Education Practice, Working Group 4. Publication on Web site funded by the National Library of Education, under contract number ED-99-CO-0008.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; *Foreign Countries; Inservice Teacher Education; Instructional Innovation; Language Attitudes; Learning Strategies; Preservice Teacher Education; Questionnaires; *Second Language Instruction; Second Language Learning; *Teacher Education; Teacher Educator Education; Teaching Methods

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Adult Education; Charts; Check Lists; Class Activities; Culturally Relevant Education; Curriculum Development; *English (Second Language); Foreign Countries; Immigrants; Instructional Materials; Lesson Plans; Limited English Speaking; *Literacy Education; Second Language Instruction; Second Language Learning; Spanish Speaking
IDENTIFIERS- China; Laos; Mexico

This videotape and workbook offer a framework for developing curriculum and materials that speak to the most basic and most pressing issues in English language learners' lives. They are based on the belief that English-as-a-Second-Language (ESL) and literacy classrooms could and should be settings where adults find opportunities to develop language and literacy skills while reflecting as individuals in collaboration with others. A variety of genres of learner texts were elicited as a basis for developing language and literacy materials that spoke to participants' deepest concerns and interests. Chapter titles include the following: "Memories of Chinese Festivals"; "For the Children: Remembering Mien Life in Laos"; "Breast Cancer Oral History Project"; "Taking Charge, Taking Care: English for Home Health Care Training"; "New Country, New Women: Caregiver Stories"; "Building Community through Family: Family Web Page and Quilt Project." Four appendices include "Texts, Lessons, and Thematic Units: A Framework for Curriculum Development"; "Sample Lesson from 'Stories To Tell Our Children'"; "Sample Thematic Unit from 'Collaborations'"; and "Thematic Unit Checklist." Further resources, 4 books and 19 ERIC Digests, are suggested. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 447 739   HE 033 159

Wells, D.; Torrie, J.; Prindle, L.
Exploring Emotional Intelligence Correlates in Selected Populations of College Students.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Education; Affective Measures; Career Education; Cognitive Ability; *Education Work Relationship; *Emotional Development; Foreign Countries; Higher Education; Intellectual Development; *Intelligence; Intelligence Tests; Job Training; *Vocational Education; Vocational Followup
IDENTIFIERS- *Alberta; *Emotional Intelligence

This study examined the role played by emotional intelligence on occupational success, seeking to correlate college grades with measures of emotional intelligence. The study, conducted at a Canadian community college, involved two student populations: an adult education group and a group of automotive service technicians in a pre-employment center. The BarOn EQ-1 test of emotional intelligence was administered to both groups in the winter 2000 term. The test gives scores in five general areas: intrapersonal, interpersonal, adaptability, stress management, and general mode, suggesting that it could yield information that would enhance student development. The adult education group (n=41) was tested at the end of a year of school experience; one group (n=12) of automotive technicians was tested at the end of their first year; the second group (n=9) was tested at the end of the two-year program. While the study results showed some small positive correlations between shop grades in the second year of the program and total scores on the test, the small sample size and the possibility of confounding variables limit the conclusions that can be drawn from this research. (Contains 14 references.) (MKA)

ED 447 740   HE 033 167

Lamphere, Patricia; Reinke, Kathryn; Papanek, Melissa
Electronic Journals, Scholarship, and Tenure: Paving the Way for New Policies in Higher Education.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Journals; *Faculty Promotion; *Faculty Publishing; Higher Education; Internet; *Mathematics Teachers; Professional Development; Research; Scholarly Journals; Scholarship; Technology; Tenure; World Wide Web; Writing for Publication

This study investigated the beliefs of mathematics educators regarding issues of scholarship and tenure associated with material published in electronic journals on the Internet. Based on 58 responses received through an e-mail survey, the study showed that respondents felt: comparable print and e-journals should garner the same prestige and respect; serving as an editor of an e-journal should be as respectable as carrying out the same responsibilities for a print journal; articles in e-journal format based on a blind peer-review process should be accepted for merit, promotion, and tenure review; and that review committees should consider e-journal articles equal to print journal articles in regard to questions of merit, promotion, and tenure. There is also agreement that e-journal publications that do not appear in print format should be judged on their own merit. There is support for research published in e-journals as meeting the criteria of scholarship. (MKA)

ED 447 741   HE 033 584

Teasdale, G. R., Ed.; Rhea, Zane Ma, Ed.
Local Knowledge and Wisdom in Higher Education. Issues in Higher Education Series, Volume 14.
PUB DATE- 00
NOTE- 264p.; Papers derived from sessions of the Commission for Indigenous Education, held as part of the World Conference of Comparative Education Societies (9th, Sydney, Australia, July 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Cultural Awareness; *Epistemology; Foreign Countries; *Higher Education; *Knowledge Level; *Local Issues

Papers in this collection, derived from several sessions of the

This document presents fiscal year 2002 budget recommendations for Illinois higher education operations, grants, and capital improvements. For operations and grants, state general funds of $2,654.5 million are recommended, an increase of $143.8 million. New funds are targeted to address the six goals of the Illinois Commitment: Partnerships, Opportunities, and Excellence, with particular focus on strengthening the quality of academic programs, improving the competitiveness of faculty and staff salaries, increasing the number of information technology graduates, improving technology instruction, strengthening school-college partnerships, and addressing deferred maintenance. Capital improvement projects totaling $540 million are recommended, focusing on projects to protect the state's investment in existing facilities and ensuring adequate facilities for today's training, instruction, and research. Chapter 1 of this report presents an executive summary. Chapter 2 discusses recommendations in the context of goals and priorities of the Illinois Commitment and imperatives of the national report card. Chapters 3-8 detail the operations and grants budget recommendations by institution and agency. Chapters 9-11 describe each project in the capital budget recommendations. Appended are related higher education data and public universities and Illinois mathematics and science academy program narratives. (SM)

ED 447 761   HE 033 605

Filipovitch, Tony; Schleuning, Neala
Doctoral Education and the MnSCU Mission: Access and Affordability. Response to the 1998 Legislative Directive.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Counseling; *Doctoral Programs; Educational Administration; Educational Finance; Educational Quality; Graduate Study; Higher Education; Labor Market; Leadership; Psychology; Supply and Demand
IDENTIFIERS- *Minnesota State Colleges and Universities

This report represents the response of the Minnesota State Colleges and Universities System (MnSCU) to a 1998 legislative directive to assess the feasibility of doctoral degree programs at MnSCU institutions. The report makes recommendations in four areas to be considered by the Board of Trustees: authority, parameters and guidelines, collaboration, and request for legislative change. After an executive summary, six sections present information on: graduate education at Minnesota state universities (access to doctoral programs and reasons for MnSCU to offer doctoral degrees); applied doctoral study in context (definition of applied doctorate and doctoral education in the United States and Minnesota); student interest (the value of student interest and MnSCU survey of the marketplace); labor market demand (educational administration and leadership, psychologists/counselors, higher education faculty in professional fields, and other fields); program quality and accountability; financing graduate education (why graduate education is more expensive, comparative costs, and finance simulation); and recommendations. Appended are the MnSCU graduate program inventory, doctorate in educational leadership, doctorate in clinical psychology/behavioral medicine, and MnSCU graduate council membership. (Contains 65 references.) (SM)

*Educational Media; Educational Practices; Educational Research; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Hypermedia; *Multimedia Instruction; *Multimedia Materials; Teaching Methods; *Telecommunications

This 12th annual ED-MEDIA conference serves as a multidisciplinary forum for the discussion and exchange of information on the research, development, and application of all topics related to multimedia, hypermedia, and telecommunications/distance education. This document contains the 705 papers from attendees representing more than 50 countries from 6 of the 7 continents of the world. The papers cover a range of topics, including: computer-assisted instructional design; distance education; authoring; information seeking; technology integration; media in education; interactive learning environments; cognitive and pedagogical issues; computer-mediated communication; professional development; evaluating instructional effectiveness; teaching and learning strategies; learner centered instruction; hypermedia systems and design; and computer supported cooperative work. (AEF)

ED 447 783 IR 020 404

Woods, Larry, Ed.
Knowledge: Creation, Organization and Use. ASIS '99: Proceedings of the American Society for Information Science (ASIS) Annual Meeting (62nd, Washington, DC, October 31-November 4, 1999). Volume 36.
PUB DATE- 99
NOTE- 860p.; For individual papers, see EJ 543 074-150.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Electronic Libraries; Electronic Publishing; *Information Management; Information Retrieval; *Information Technology; Navigation (Information Systems); World Wide Web
IDENTIFIERS- American Society for Information Science; *Knowledge; Metadata

The 1999 American Society for Information Science (ASIS) conference explored current knowledge creation, acquisition, navigation, correlation, retrieval, management, and dissemination practicalities and potentialities, their implementation and impact, and the theories behind the developments. Speakers reviewed processes, technologies, and tools, such as rights tracking, interfaces and visualization, search engine design and capabilities, and automated indexing and classification. They also described the appropriate or necessary operational policies, relevant legal issues (laws, legislation, and the European Union Directive), and possible international and domestic policies and regulations. This proceedings is organized into three parts. Part 1 contains the full text of 69 contributed papers organized under the following broad topics: how we search--the World Wide Web; digital IDs and codes; digital libraries; studying students' searching; knowledge management; rule learning, text mining, and virtual communities; metadata; electronic publications; interaction, navigation, and visualization, Web policies; knowledge capture and re-use; analysis and visualization; interaction, relevance, and design; digital library evaluation; information dissemination tools; special populations; domain specific applications; digital library searching; knowledge organization; work environments; digital libraries; representing users; image processing and retrieval; theory; and

Copple, and Sue Bredekamp). Articles in Section 1, "Reading in the Early Years: Infancy through Kindergarten," include: "Raising Readers: The Tremendous Potential of Families" (U.S. Department of Education); "Building Literacy Skills through Early Care and Education" (U.S. Department of Education); and "Language and Literacy Environments in Preschools" (Catherine E. Snow, M. Susan Burns, and Peg Griffin). Articles in Section 2, "Reading in the Elementary School Years: First through Third Grade," include "Helping Your Child Decode Words and Gain Meanings" (Carl B. Smith) and "Using Phonics To Help Your Child Identify Words" (Carl B. Smith). Articles in Section 3, "Reading Benchmarks," include: "What Should My Child Be Learning at Each Level?" (National Research Council); "What Makes Children Underachievers in Reading?" (Beth Greene); "Helping the Underachiever in Reading" (Diana J. Quatroche); and "Monitoring Your Child's Progress" (U.S. Department of Education). Articles in Section 4: "Identifying and Supporting High-Quality Reading Programs," include: "National Reading Panel Reports That a Combination of Methods Is the Most Effective Way To Teach Reading" (National Institutes of Health); "Balanced Reading Instruction" (Mila Stoicheva); "What Should I Look for in My Child's Reading Program?" (U.S. Department of Education); "A Look at Success for All" (Linda Schartman); and "Compacts for Reading" (Carol Boston). Articles in Section 5: "Initiatives and Resources," include: "Federal Reading Programs and Initiatives" (Linda Schartman); "Reading Resource Organizations" (Linda Schartman and Ann Potter); "Internet Resources" (Mei-Yu Lu); and "Searching the ERIC Database on Reading Topics" (Steve Stroup). The concluding section contains "Putting It All Together: Helping Your Child Grow as a Reader" (Carol Boston). (Includes an ERIC directory.) (MES)

ED 447 882　　　　IR 020 435

Kraft, Donald H., Ed.
ASIS 2000: Knowledge Innovations: Celebrating Our Heritage, Designing Our Future. Proceedings of the ASIS Annual Meeting (63rd, Chicago, Illinois, November 12-16, 2000). Volume 37.
PUB DATE- 00
NOTE- 537p.; For the 1999 proceedings, see IR 020 404. For ASIS 2000 individual papers, see IR 543 074-158 (CIJE).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Electronic Libraries; *Information Management; Information Policy; *Information Processing; Information Seeking; *Innovation; Models; Research and Development; Search Strategies; World Wide Web
IDENTIFIERS- American Society for Information Science; *Knowledge; Knowledge Development; Knowledge Management

The 2000 ASIS (American Society for Information Science) conference explored knowledge innovation. The tracks in the conference program included knowledge discovery, capture, and creation; classification and representation; information retrieval; knowledge dissemination; and social, behavioral, ethical, and legal aspects. This proceedings is organized along the lines of the schedule of presentation at the conference. Contributed papers and SIG (Special Interest Group) sessions for Monday cover the following topics: characteristics of searchers; scholars' use of the World Wide Web; impact of statewide database licensing; group information behaviors; information policies; searching over multiple sessions; crossing the digital divide; and classification, storage, and centers and public relations. (AEF)

ED 447 820   IR 057 942

Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000).
PUB DATE- 00
NOTE- 156p.; For the 1999 proceedings, see ED 433 813. For selected individual papers, see IR 057 943-957).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Foreign Countries; Higher Education; *Information Literacy; *Information Skills; Information Technology; *Library Services
IDENTIFIERS- United States; *Virtual Communities; Virtual Universities

This proceedings of the International Association of Technological University Libraries (IATUL) contains the opening address by IATUL president Nancy Fjallbrant and the full text of the following papers: "Building Info-Skills by Degrees: Embedding Information Literacy in University Study" (Wendy Abbott and Deborah Peach); "UQ Library's First CIS: Towards Customising Information Services at the University of Queensland Library" (Ruth Foxlee and Karen Borchardt); "Education for Information Literacy in Czech Technical Universities" (Vladimir T. Borovansky); "Information Literacy for the Skeptical Library Director" (Patricia S. Breivik); "Forward with Imagination: Innovative Library Client Services for the 21st Century" (Alan Bundy); "After the Fireworks: Opportunities and Directions for University Libraries" (Alex Byrne); "Watch Our Lips! New Skills and Services for the Knowledge Age" (Penny Carnaby); "The Yields of Growing Professional Partnerships" (Sandra Lawrence and Pauline Fountain); "Creating Information Structures that Work for the New Millennium" (Heather Gordon); "Facing the Challenges of Transition: The Next Generation Library" (Nancy V. Green); "Virtual Libraries: Interactive Support Software and an Application in Chaotic Models" (Anthi Katsirikou, Christos Skiadas, Apostolos Apostolou, Giannis Rompogiannakis); "The Academic Library in the 21st Century--What Need for a Physical Place?" (Helen King); "Navigating the Information Society" (Joyce Kirk); "Value Not Virtual--One Library's Response to the Virtual Campus" (Sue McKnight); "Does the Virtual Campus Demand a Virtual Library? Library Leadership Response to Big Hairy Audacious Goals" (James G. Neal); "Virtual Libraries: Service Realities" (Jan Novak); "In Technology We Trust--A Perspective from up North" (Irma Pasanen-Tuomainen); "The Virtual Campus: Impact on Teaching and Learning" (Janice Rickards); "Strategies for Working with Library Staff Members in Embracing Change Caused by Library Automation" (Murray Shepherd); "Information Literacy--Collaboration between the University of Pretoria and the Potchefstroom University for Christian Higher Education" (Jane Elizabeth Thompson); "Information Literacy in Electronic Environments Fantasies, Facts, and Futures" (Ross Todd); and "Developing IT Literacy Levels among Library Staff in a Networked Environment, at the University of the Witwatersrand (WITS), Johannesburg, South Africa" (Julie Wilcocks and Clare Walker). Abstracts of four additional papers are also included. (MES)

Lee, Marcia M.
A Formula for Writing Environmental Scans for Community Colleges.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Community Colleges; *Educational Planning; *Environmental Scanning; Futures (of Society); Institutional Mission; Long Range Planning; School Community Relationship; *Strategic Planning; Two Year Colleges

This paper proposes a five-part formula for conducting an environmental scan for community colleges and writing up the results. To fulfill its mission effectively, administrators should be informed about various aspects of the community they serve. The formula is designed to make the project as easy as possible, focused, and usable the next time around. Another objective of the formula is to provide the data necessary for college faculty and administrators to have a good sense of future student enrollments, and be able to make informed decisions for planning future academic programs, students services, off-campus locations, and other long range objectives. The five parts of the formula are: (1) focus the subject matter on five topics: population trends, economic outlook, job openings, high school graduates, and commutation and transportation; (2) for collecting data, begin with the County Planning Department, which can be particularly useful for population trends and transportation maps. (3) use tables, charts, and maps to support each major point; (4) develop a detailed, concise table of contents; and (5) include an executive summary and conclusion. At the end of each factor that is summarized, it may be appropriate to draw a conclusion or make recommendation. Appended is an executive summary example. (JA)

ED 447 840   JC 010 002

Gardeman, R. Dean
Academic Dishonesty and the Community College. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cheating; Codes of Ethics; *Community Colleges; Diversity (Student); *Honesty; *Plagiarism; *Student Attitudes; Student College Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest cites studies of academic dishonesty in two- and four-year institutions, examining variables such as frequency of dishonest behavior, individual and environmental factors associated with dishonest student behavior, and responses of faculty. Academic dishonesty appears related to: (1) individual characteristics such as student academic achievement, age, social activities, major, and gender; (2) peer group influences; (3) instructor influences; and (4) institutional policies. Higher rates of academic dishonesty were associated with students with lower GPA's; younger students; traditional

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Programs; *Community Colleges; Educational Finance; *Institutional Characteristics; Profiles; State Surveys; *Student Characteristics; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

This document provides 1999 summary statistics for public community and technical colleges in Texas. Section 1 contains comparative financial data for all public community and technical college districts/systems, including: tax base, collections and total assessed tax rates (50 community college districts); total education and general fund expenditures (50 community college districts, the Lamar University lower-division institutions, and the Texas State Technical College System); and federal financial assistance (50 community college districts). Section 2 provides a one page snapshot of summary statistics for each of the 74 public community and technical colleges in Texas, including the following: primary service area population; district assessed valuation and tax rate; district total education and general fund expenditures; total course-based remediation appropriations; full-time vs. part-time faculty; student characteristics (college and statewide comparison of total headcount, average age, percentages of academic majors and technical majors, gender and ethnicity), full-time student equivalent enrollment by academic and technical programs and by in-district and out-of-district; number and levels of college technical programs offered; and college degrees and certificates conferred. (PGS)

ED 447 861 JC 010 026

North Carolina Administrative Code. Title 23. Department of Community Colleges.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Colleges; Educational Finance; *Educational Legislation; *Educational Policy; *Governance; Institutional Mission; Two Year Colleges
IDENTIFIERS- *North Carolina

This document is Title 23 of the North Carolina Administrative Code, which deals with the Department of Community Colleges. Chapter 1 contains general administrative provisions regarding the college system, including definition of terms, authority, state planning, and procedural information. Chapter 2 identifies the mission of the community college system, and general rules for the organization, governance, and operation of individual colleges. Personnel policies and regulations, student admissions policies, and college evaluation and accreditation requirements are addressed, as well as fiscal affairs issues, such as salary, student fees, capital construction, facilities, budgeting, and fiscal management regulations. This section of the code also covers reporting of student enrollment, educational program classification, curriculum program approvals, courses, standards, program review, and terminations. General adult, special extension and community service programs are addressed. Chapter 3 deals with miscellaneous program regulation, including licensing and administration of business, trade, technical, and

and is published in French. (VWC)

ED 447 882 JC 010 049

Bashford, Joanne
How Do Enrolled Students Evaluate Miami-Dade Community College Services?
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Community Colleges; *Participant Satisfaction; *Student Attitudes; Student Characteristics; *Student Surveys; Tables (Data); Two Year Colleges; *User Satisfaction (Information)
IDENTIFIERS- *Miami Dade Community College FL

This document summarizes findings of a Fall 1998 survey assessing student satisfaction with services at Miami-Dade Community College (MDCC). The 40-question survey was similar to those administered to graduating and enrolled students in 1993 and 1994, respectively. However, caution should be exercised in comparing responses from graduating students to a cross-section sample of enrolled students, since graduating students who have been successful in pursuing educational goals may rate services higher. The 5,118 students in the 1998 sample appear to be representative of the student population as a whole in terms of gender and ethnicity. Compared to the whole student body, respondents were more likely to be full-time, new students and less likely to be vocational students. Eighty-five percent of students report being satisfied and 23% of those being very satisfied overall, with MDCC. Specific satisfaction ratings vary somewhat by campus, and by survey question. Generally, 1998 respondents rate effectiveness of services at a lower level than in previous surveys. A brief written description of survey results is followed by 13 tables of summary results--collegewide and by campus, by when students report taking most of their classes, and by part-time/full-time status. The survey instrument is included in Appendix A. (PGS)

ED 447 883 JC 010 050

Baldwin, Anne
Direct Entry Enrollments of Miami-Dade County High School Graduates. Annual Report Years 1994-95 through 1998-99.
PUB DATE- 99
NOTE- 104p.; For the 1995-1996 through 1999-2000 enrollments, see JC 010 044.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Choice; Community Colleges; Enrollment Influences; *Enrollment Rate; *Enrollment Trends; *High School Graduates; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

This annual report of direct entry high school graduates presents draw data for Miami-Dade Community College (M-DCC) from 1994 through 1999. Statistics include reference to: (1) changes in the size of high school graduation classes; (2) changes in the draw to the College of these graduates; and (3) campus of enrollment from individual high schools. These data are presented college-wide and by campus enrolled rather than by home (high school) campus designation. All data for past years

Empowerment; *Parents; *Social Action
IDENTIFIERS- Advocacy Planning; *Advocacy Training

Although increasing numbers of organizations are speaking out on behalf of children, politicians need to hear first-hand from families about their concerns for their children. This book provides parents and others with skills necessary to organize effectively and speak out on issues that affect children at home, at school, and in the broader community. Each chapter includes key principles of advocacy and organization, strategies for turning plans into action, advocacy and organization examples taken from real life, and "how-to" advice for building lasting organizations for change. Chapter one, "Why Take Action?" focuses on the importance of taking action, getting beyond reluctance, and making a difference. Chapter two, "Getting Started," lists specific suggestions for how to achieve goals. Chapter three, "Reaching Out and Involving Others," provides concrete assistance in moving parents along the advocacy path. Chapters four and five, "Forming Action Groups" and "Using Action Groups To Take Action," provide information and guidance on the steps needed to form and use action groups. Chapter six, "Sustaining Momentum and Celebrating Success," offers guidance on continuing a group's work, maintaining enthusiasm, celebrating the efforts, and having fun. Chapter seven, "Real-Life Examples of Advocates in Action," presents detailed examples of real-life situations in which people took action to improve their communities. (Contains ten references and three Internet references.) (SD)

ED 447 903   PS 028 982

Nimmo, Margaret L.
Issues in Children's Mental Health. Special Report.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Health; *Children; *Delivery Systems; Drug Use; Incidence; Mental Disorders; *Mental Health; *Mental Health Programs; Program Descriptions; *Psychiatric Services
IDENTIFIERS- Availability (Programs and Services); *Virginia

This Kids Count report examines issues related to children's mental health in Virginia. The report discusses the effects of children's mental illness, presents risk and protective factors, and describes the incidence of children's mental health problems. Information specific to Virginia is presented, including the prevalence of youth suicide, mental illness in incarcerated youth, and risks among children witnessing violence. The report also describes Virginia's service delivery system, details the system of care framework for mental health services, and describes the requirements of the Comprehensive Services Act of 1992. Issues affecting the availability and accessibility of services are examined, including lack of insurance parity, complexity and limits of Medicaid regulations, lack of public funding for services, and the stigma of mental illness. The consequences of stigma and scarce resources for children's mental health services are identified as designation of funds for specific limited populations, the lack of a continuum of services, forcing parents to relinquish custody of their children in order to access treatment, children committed to the Department of Juvenile Justice to access treatment, and the lack of prevention and early

Specific Data," including data tables on infant and neonatal mortality, prenatal care, low birth weight, births to women under 18, Medicaid information, and health insurance; (5) "City Data," focusing on comparisons between cities with populations over 100,000 and national data on infant mortality, low birth weight, and prenatal care; and (6) "Healthy People 2010 Objectives." (Contains 34 references.) (EV)

ED 447 922 PS 029 019

Fielden, Frank, Ed.
Of Primary Interest, 1999-2000.
PUB DATE- 00
NOTE- 18p.; For 1998-1999 issues, see ED 438 916. Published cooperatively with the Iowa Department of Education, Missouri Department of Elementary and Secondary Education, Montana Office of Public Instruction, Nebraska Department of Education, and the North Carolina Office of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Day Care Effects; Educational Practices; Educational Trends; Grade 2; *Kindergarten; Literacy; Looping (Teachers); Primary Education; *School Readiness; Social Promotion; Student Placement
IDENTIFIERS- Day Care Quality; *Looping (Teachers)

This document is comprised of four consecutive issues (Winter 1999-Fall 2000) of a newsletter providing information on current research and practice to professionals teaching in the primary grades. The newsletter is published by the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE); participating states are Iowa, Missouri, Montana, Nebraska, and North Carolina. The winter 1999 issue contains articles on: (1) looping; (2) the impact of high-quality preschool child care on second-grade outcomes; and (3) second-grade literacy accomplishments. The spring 2000 issue contains articles on: (1) how the quality of child care affects children's success in primary grades; (2) social promotion; and (3) assessing a state's efforts to improve children's readiness for school. The summer-fall 2000 issue provides a position statement from the NAECS/SDE on unacceptable trends in kindergarten entry and placement. (EV)

ED 447 923 PS 029 020

Langford, Barbara Hanson
Cost Worksheet for Out-of-School Time and Community School Initiatives.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Budgets; Community Programs; Community Schools; Cooperative Programs; *Cost Estimates; Elementary Secondary Education; Enrichment Activities; Expenditures; Extracurricular Activities; Financial Support; *Program Budgeting; *Program Costs

This worksheet is part of a series of technical assistance paternity establishment related to welfare reform legislation. Part 3 examines paternity establishment from the perspective of low-income mothers and fathers, focusing on economic, relationship, procedural, and collateral issues. Part 4 presents recommendations for improving paternity establishment practices and procedures, including the following: (1) Congress and the states should better educate parents about paternity establishment, make the process fairer and more accessible, and eliminate coercive policies; (2) policies should make paternity establishment more beneficial for poor families, including public assistance recipients; (3) child support should go to children, not for welfare cost reimbursement; and (4) additional safeguards should be instituted to protect victims of domestic violence. (Contains 117 reference notes.) (KB)

ED 447 941 PS 029 045

Shore, Rima
Our Basic Dream: Keeping Faith with America's Working Families and Their Children.
PUB DATE- 00
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; *Children; Employed Parents; *Family Financial Resources; Family Needs; Family Problems; *Family (Sociological Unit); *Poverty; *Public Policy; Sociocultural Patterns
IDENTIFIERS- Foundation for Child Development; *Working Poor

To commemorate the Centennial of the Foundation for Child Development, this report tells the story of American families who cannot lift themselves out of poverty despite honest, hard work and proposes an agenda for change that reflects the focus of the foundation's grantmaking. The report draws heavily on recent research including that sponsored by FCD and on discussions with FCD's grantees and other researchers. Part 1 of the report describes the changing economic and social conditions that affect families' capacity to develop their full potential. Part 2 discusses the impact of these conditions on children's lives today and on their future prospects. Part 3 focuses on the specific requirements and resources of working families. This part discusses various yardsticks used to measure family economic policy, and shows how these measures shape current policies and programs. Part 4 presents a range of strategies that hold promise for improving the prospects of low-wage working families and their children. The report urges a restoration of the balance between private initiative and public responsibility that has characterized the nation's most successful endeavors. Maintaining that policymakers must consider broader social and economic strategies that will improve the prospects of all low-wage earners and their families, the report reaffirms FCD's conviction that both restructured policies and vigorous and sustained advocacy are needed to keep faith with the nation's families and their children. (KB)

ED 447 942 PS 029 046

Couse, Leslie J.; Clawson, Mellisa A.
A Varied Social Experience for Children with Diverse Language and Ability.
PUB DATE- 00

*Toddlers
IDENTIFIERS- *Educare

Noting an increasing consensus that meeting care and education goals for infants and toddlers is a societal as well as a family responsibility, this book provides an "educare" curriculum for infants and toddlers, emphasizing both education and care perspectives. Part 1 of the book provides basic principles of good infant and toddler curriculum in relation to what is known about their early development, focusing on using play as the basis for curriculum. Part 2 presents a series of case descriptions of actual infants and toddlers drawn from observations and parent interviews to encourage discussion of how curriculum should address both universal and unique aspects of children's development and learning. Also included are suggestions for appropriate curricular practices for children of similar ages, developmental levels, and personality characteristics, as well as parents' concerns about curriculum and environmental quality. Part 3 examines curricular content issues such as family, community, and societal influences that affect infants and toddlers, and explores ways to enhance curriculum quality for infants and toddlers, given conditions that will develop further in the 21st century. Three appendices provide additional resources, present criteria for setting up educare programs, and show floor plans for three educare spaces. (Contains 135 references.) (KB)

ED 447 961   PS 029 073

Moles, Oliver C., Ed.
Reaching All Families: Creating Family-Friendly Schools. Beginning of the School Year Activities.
PUB DATE- 00
NOTE- 29p.; For 1996 edition, see ED 400 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Home Visits; *Outreach Programs; Parent Responsibility; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation
IDENTIFIERS- Open Houses

Noting that the beginning of the school year is a key time to communicate with parents, this booklet presents accumulated knowledge and fresh ideas on school outreach strategies for this important time period. The suggestions for action within each strategy are based on broad experience, which can help even seasoned teachers, principals, and district officials do a better job of making their schools family-friendly. The specific activities detailed are: (1) early fall mailings, including welcome letters and calendars; (2) home-school handbooks, including content and preparation; (3) open house, including publicity and planning; (4) school-parent compacts; (5) parent-teacher conferences; and (6) home visits, including planning and strategies. The booklet concludes with a list of services of the U.S. Department of Education and information on the Partnership for Family Involvement in Education. (HTH)

ED 447 962   PS 029 074

Singer, Dorothy G., Ed.; Singer, Jerome L., Ed.
Handbook of Children and the Media.

ED 447 978 RC 022 551

Farm Foundation Annual Report, 2000.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Trends; Annual Reports; Biotechnology; Conferences; Cooperative Programs; Curriculum Development; Elementary Secondary Education; International Trade; Land Use; *Nonschool Educational Programs; *Public Affairs Education; *Public Policy; Research Needs; Rural Areas; Rural Extension; *Rural Population; Scholarships
IDENTIFIERS- *Farm Foundation IL; Globalization

The Farm Foundation was established in 1933 as a private agency to help coordinate the work of other public and private groups and agencies to improve agriculture and rural life without taking political positions or supporting specific legislation. An operating rather than a grant-making foundation, the foundation develops national and regional conferences, workshops, and meetings to encourage new research and education programs and policy dialogue on public and private sector issues. It also fosters collaborative projects on agricultural issues between educational, governmental, and private organizations. This report summarizes the foundation's activities for the year 2000, organized around six themes: increasing knowledge about agriculture and rural issues, applying that knowledge through education programs, developing human capital, facilitating interaction about emerging issues, exploring policy alternatives, and facilitating communication about issues and alternatives. Projects cover the areas of land use; immigration and rural population change; curriculum development; vocational agricultural education; teacher workshops; the interaction of agriculture, education, and the environment; Web site development; fellowship, scholarship, and leadership awards; biotechnology; globalization and international trade; food safety; information technology; and structural change. The final sections review foundation leadership; staff activities; the foundation's annual Bennett Agricultural Round Table; contributors; and financial statements. (Contains 26 publications and Internet sites cited in the text; and 21 additional publications, programs, and Internet sites receiving foundation support.) (TD)

ED 447 979 RC 022 552

Killeen, Kieran; Sipple, John
School Consolidation and Transportation Policy: An Empirical and Institutional Analysis. A Working Paper. Revised.
PUB DATE- 00
NOTE- 53p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consolidated Schools; Costs; Educational Equity (Finance); Elementary Secondary Education; Institutional Environment; *Institutional Survival; *Rural Schools; Rural Urban Differences; *School District Spending; *School Districts; Small Schools; State School District Relationship; *Student Transportation

relationship became increasingly tenuous as size increased, and eventually savings became negligible. In addition, organizational factors, especially as manifest in the distinctive components of the single-unit school, were related to cost reduction. For those interested in balancing expenditure per pupil with achievement-based equity, the best grade-span configuration seems to be a small single-unit school. (Contains 76 references.) (SV)

ED 447 996   RC 022 707

Howley, Craig
Anti-Intellectualism and the Pedagogy of Gifted Education.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Gifted Children (Atlanta, GA, November 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anti Intellectualism; Educational Attitudes; Elementary Secondary Education; *Gifted; *Ideology; Rural Education; Social Attitudes; Special Education
IDENTIFIERS- Hegemony; *Social Construction

This paper discusses anti-intellectualism in the United States from a rural viewpoint, defines "ideology," and questions whether the psychology of gifted education is an ideology. Fear and loathing of intellectuals are identified with the working class, a view that distorts the role of intellectuals. A rural view of anti-intellectualism is presented that sees "intellect" as a social construction, cultivated and husbanded (or exploited and depleted) over time and generations. Because of intellect's social nature, the common good is wrapped up with stewardship of the intellect. This nexus of social construction and cross-generational legacy means that teaching and learning that care for the intellect must center on a generosity now anathema to American culture. Knowledge today is secretive; there are laws against sharing it. The interests that construct and market American culture are the same interests that increasingly direct the work of schools, and that also misdirect our perspectives on anti-intellectualism, not to mention intellect. Ideologies are defined as constructing the worldview of some "socially significant group." The psychology of gifted education does not constitute a worldview, and teachers of gifted children, much less psychologists of giftedness, are not a socially significant group. The psychology of gifted education is better understood as serving an ideology, not constituting one. The emphasis of gifted education is on ensuring economically successful lives for gifted kids rather than cultivating intellect for the common good. As in rural education, the aim of gifted education is to convince the most talented students that their future lies elsewhere than in their class or place of origin. The ideology that ensures the success of this aim appears as if from nowhere, out of the worldview of the class whose ideology it is. (SV)

ED 447 997   RC 022 708

Howley, Craig B., Ed.; Harmon, Hobart L., Ed.
Small High Schools That Flourish: Rural Context, Case Studies, and Resources.
SPONS. AGENCY- Office of Educational Research and Improvement

relevant material--often called place-based education--is capturing the attention of many rural educators. Some see this approach as a way to address the decline of rural communities, including the outmigration of youth, by preparing students to live productive and fully engaged lives in their home communities. However, this view of education may conflict with the national movement to adopt academic standards and accountability measures. This digest compares and contrasts the underlying commitments and practical implications of standards-based versus place-based education reforms. A review of the accountability movement of the past 10 years discusses its focus on training competitive workers for jobs in the global economy, the pattern most states followed in developing academic standards, and the creation of uniformity in school programs through the mechanisms of common educational standards and mandatory testing. In contrast, place-based pedagogy focuses on preparing citizens, local control, broad integrated curriculum, and practical problem solving. Ways in which educators can bridge the gap between the two approaches are discussed, and examples of successful place-based education are offered. (Contains 13 references.) (SV)

ED 448 015   SE 063 874

Jandre, F. C.; Seixas, J. M.
PALAS: An Integrated WWW Based Laboratory for Supporting the Teaching of Linear Systems.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Electronic Mail; *Engineering Education; Foreign Countries; Higher Education; Laboratories; Learning Processes; Systems Analysis; *Technology; Undergraduate Study; World Wide Web
IDENTIFIERS- *Brazil

For supporting the teaching activities on linear system theory, a World Wide Web-based laboratory is being developed. It integrates both simulation and implementation aspects in the same framework. Modules covering the main topics of the linear system analysis are developed using a colloquial language approach in order to attract and retain the attention of the students. The emphasis is on the qualitative aspect of the theory, although various quantitative measurements and exercises are requested on each module. In order to obtain further details or to solve learning difficulties, the students can communicate to a team of instructors by means of electronic mail. Evaluation tests are also available through the Web. The laboratory can be used as an auxiliary tool for a current undergraduate engineering course or as a valuable framework for distance learning projects. (Author)

ED 448 016   SE 063 894

Arburn, Theresa M.; Bethel, Lowell J.
Assisting At-Risk Community College Students: Acquisition of Critical Thinking Learning Strategies.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the National

International Space Station crew return vehicle, the X-38. (ASK)

ED 448 041   SE 064 333

Hendershot, Richard Lane
Attitude Differences between Male and Female Students at Clovis Community College and Their Relationships to Math Anxiety: A Case Study.
PUB DATE- 00
NOTE- 73p.; Doctor of Education Dissertation, California Coast University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Colleges; Course Selection (Students); *Mathematics Anxiety; *Mathematics Instruction; *Sex Differences; *Student Attitudes; Surveys; Two Year College Students; Two Year Colleges

The purpose of this study was to examine the attitudes of males and females at Clovis Community College towards math anxiety and to look for possible factors that could be used to assist in the assignment of students to various math classes. The subjects in the study were fifty male students and fifty female students. Subjects responded to a math anxiety survey form designed by the researcher to measure the degree of agreement or disagreement with statements related to math anxiety. The results of the study included the identification of factors at Clovis Community College that could be incorporated into the planning of teaching methods and possible curriculum change. Notable differences were detected in the attitudes of males and females concerning their perception of the effectiveness of their previous math teachers. Other factors were also examined, such as initial cause of the students' math anxiety. The levels of math anxiety among male and female students showed little difference. Multiple regression models were computed as possible tools for predicting math anxiety levels in students at the college. This was a case study and reflects only data gathered at Clovis Community College during the Spring 2000 term. (Contains 36 references.) (Author/ASK)

ED 448 042   SE 064 335

Boyle, Grace
Trouble at Tsavo: The Tale of the Black Rhino. BrainLink: Motor Highways.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 169p.; Illustrated by T. Lewis. Revised by Barbara Tharp and Judith Dresden. Science notations by Nancy Moreno. For other books in the BrainLink series, see SE 064 336-338.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Brain; Content Area Reading; Elementary Education; Human Body; Mathematics Education; *Neurology; Problem Solving; *Science Activities; *Science Instruction

The BrainLink project offers educational materials that focus on current neuroscience issues with the goal of promoting a deeper understanding of how the nervous system works and why the brain makes each individual special while conveying the excitement of "doing science" among upper elementary and middle school students. Project materials engage students and their families in neuroscience issues as they learn fundamental physical and a scope-and-sequence for three teaching scenarios: 1-day, 1-week, and 9-week units. Most sections of the guide offer two sets of problems: discussion questions for classroom study and research assignments for independent study. The activities and hands-on illustrations require preparation and may be used as stand-alone lesson plans. The unit is designed to conform to the standards of Goals 2000, the National Council for the Social Studies, and the National Council for Geographic Education. The unit's goals are: understand the interconnectedness of population growth and key issues confronting the world today; understand patterns of population growth and change within the community; understand historical population facts in a time sequence and alternative future scenarios; become aware of personal responsibility for and power to help solve population and related global issues; and develop a means of communicating to the community that sustainable human numbers are essential to human and ecological well being. (BT)

ED 448 067 SO 031 617

Peters, Richard Oakes
ECO/SOCIAL Studies: Instructional Strategies To Enhance Students' Interaction with Natural & Social Environments That Are Close-to-Home or Distant/Far-Removed.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Secondary Education; *Environmental Education; *Social Environment; *Social Studies; *Thematic Approach

This teaching guide uses thematic units based on several sets of appropriate social studies national standards, specifically, economics, environmental education, geography, and history. The thematic units provide a holistic perspective to students' learning in the classroom/school and at field-based sites in the community/region. Lessons in the guide can be used in an interdisciplinary approach. The guide is divided into the following sections: "ECO/SOCIAL Studies: An Overview"; "Thinking about the Lifespace"; "ECO/SOCIAL Studies Lessons"; "Discovering the Multicultural Character of the Community"; "Multiculture Lessons"; "Culture Awareness Program"; and "Bibliography" (53 items). Includes four relevant articles by the author and a list of related publications. (BT)

ED 448 068 SO 031 721

Prososki, Lisa; Krouse, Judith; Harper, Judith E.
Lesson Plans for "Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony."
PUB DATE- 99
NOTE- 38p.; For the related book, see SO 031 720.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biographies; *Civil Rights; Cultural Context; Curriculum Enrichment; *Feminism; High Schools; Sex Discrimination; Sex Role; Social Change; *Social History;

articles, Web sites, and other research materials on each topic. Cross-references in each entry point to further discussion of the topic elsewhere in the encyclopedia. Contains illustrations, photographs, charts, list of topics, bibliography, and subject index. (BT)

ED 448 090   SO 032 330

Nieboer, Ruth A.
Arthur Dunn: Civic Visionary from the Heartland.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Citizenship Education; *Citizenship Responsibility; *Recognition (Achievement); Scholarship; Secondary Education; Service Learning; Social Studies; *Textbooks
IDENTIFIERS- Biodata

This paper considers the life and accomplishments of Arthur Dunn, a pioneer in the field of social studies education. The paper discusses the cooperative community of Dunn's youth, his education and teaching experiences, and his publications on civics and their influence on teaching methods. (BT)

ED 448 091   SO 032 331

Liou, Show-Mann
Clarence D. Kingsley: A Search for Civic Education.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Criticism; Recognition (Achievement); Scholarly Writing; *Scholarship; Secondary Education; Social Studies
IDENTIFIERS- Biodata; *Kingsley (Clarence Darwin)

This paper explores Charles D. Kingsley's (1874-1926) perspectives on civic education, his impact on the 1916 "The Social Studies in Secondary Education: A Six-Year Program Adapted Both to the 6-3-3 and the 8-4 Plans of Organization and Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association," and his contributions to the development of civic education. The paper also relates Kingsley's philosophy to the potential reform of civic education in Taiwan. Contains 13 references. (BT)

ED 448 092   SO 032 332

Binford, Paul E.
The Revolving Cage: The Views, Values, and Visions of James Harvey Robinson.
PUB DATE- 00

ED 448 114   SO 032 415

Encountering Maryland's Past, Volume 3: Frontiers in History. A Primary Source Kit from the Maryland Historical Society.
SPONS. AGENCY- Maryland Humanities Council, Baltimore.
PUB DATE- 00
NOTE- 232p.; Additional support from the Rouse Company Foundation, Columbia Gas of Maryland, and Maryland State Department of Education. For volumes 1 and 2 and the teacher's guide to these volumes, see ED 440 023-024.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; History Instruction; *Primary Sources; *Social Studies; *State History; Student Research; United States History
IDENTIFIERS- *Maryland; *Maryland Historical Society; National History Day

This primary source kit offers history teachers the opportunity to use primary sources from the Maryland Historical Society to activate student interest in United States history and to encourage participation in National History Day. This source kit features original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to each year's National History Day. The teacher's guide features a set of activity sheets for use in gathering and interpreting data from multiple sources. All materials in the kit are reproducible for classroom use. Appropriate for use in elementary, middle, and high school classrooms, the source kit can be employed to teach economics, political science, civics, geography, and other facets of social studies. Context pages provide a way for teachers to familiarize themselves with the sources prior to their use and include the following information for each source: a bibliographic entry; the What? Who? When? Where? and Why?; a brief description with background information; reference to a secondary source with more information on topics explored; and research topics and discussion prompts. (BT)

ED 448 115   SO 032 417

Nordgren, R. D.
A Climate of Trust: A Visit to Two Swedish Schools.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Comparative Education; *Educational Environment; *Educational Practices; Foreign Countries; *School Culture; *School Visitation; Secondary Education
IDENTIFIERS- *Sweden

This paper describes a Florida educator's visit to two Swedish schools for students aged 16 to 19. The educator spent 2 days visiting Duveholmsskolan in Katrineholm (about 70 miles west of Stockholm) and 3 days visiting Wargentinsskolan in Ostersund (situated 350 miles north of Stockholm and about 200 miles south of the Arctic Circle) observing the classrooms and campuses and interviewing teachers, students, and administrators. The paper gives an overview of secondary

Fisher, Bobbi
The Teacher Book: Finding Personal and Professional Balance.
PUB DATE- 00
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Parent Teacher Cooperation; Spirituality; Standardized Tests; State Standards; *Stress Management; *Stress Variables; Student Evaluation; Teacher Attitudes; Teacher Student Relationship; Teachers; Teaching Conditions

This book presents information from a 1999 survey that asked teachers nationwide about stressors in their teaching situation, how they handled the stressors, and specific times they felt the most joy in teaching. Part 1, "Teachers' Lives," highlights: the teachers' own words about centering and balancing; the joys of teaching; school community; students and parents; standards and testing; searching for balance; and taking time for themselves. Part 2, "Reflecting and Taking Action," explores specific strategies for achieving balance in teachers' personal and professional lives, which include: clarifying the present situation; using the joys of childhood play and personal literacy experiences as mirrors for discovering one's own interests and attitudes; naming principles of living and exploring one's own spirituality; and taking action by writing mission statements and taking time for one's self. Throughout this section are reflection questions with writing activities to help teachers set priorities and stick to them. The book ends with a bibliography of resources that teachers have found helpful in their quest for fulfillment. E-mail letters sent to teachers to collect this information are appended. (SM)

ED 448 136   SP 039 651

Sharp, William L.; Malone, Bobby G.; Walter, James K.; Supley, Michael L.
A Three-State Study of Female Superintendents.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Equal Opportunities (Jobs); *Females; *Gender Issues; *Sex Discrimination; *Women Administrators
IDENTIFIERS- Illinois; Indiana; Texas

This study investigated female school superintendents' perceptions about forms of discrimination they faced; help they received from professional organizations, university programs, or informal networks; the superintendency as a male field; the effect of superintendency on family life; and barriers to the superintendency for women. Surveys indicated that half of the respondents had been assistant or associate superintendents, and the rest had been K-12 principals. Most respondents felt that male and female board members were equally supportive. Respondents did not feel restricted in the size of school districts within which they could work. About 62 percent said that their professional organizations provided workshops for

The Effects of Professional Development Schools: A Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College School Cooperation; Educational Finance; Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Effectiveness; *Teacher Improvement

This paper reviews research on the impact of Professional Development Schools (PDSs) on K-12 students, preservice teachers, inservice teachers, university faculty, school reform, and research. Section 1 examines what the research says about the impact of PDSs on these groups, using data from the ERIC database, and it discusses external support for PDSs. Section 2 examines the financing of PDSs, noting that beyond startup, PDS partnership costs for teacher education and school renewal initiatives remain within existing levels of university and school district allocations. Section 3 examines partnerships in education, noting that the PDS model holds tremendous potential for the improvement of schools and universities as institutions as well as for impacting individual constituents. This section also discusses: documenting the impact of PDSs, criticisms of the PDS model, and recognizing PDSs as a type of school organization. Section 4 concludes that the PDS model can improve teacher preparation, professional development, K-12 student learning, schools and universities, and research on teaching and learning. It notes that the success of PDSs relies on developing a culture of learning that transcends individual and organizational boundaries. This culture must be developed over time. It cannot be imposed or mandated. Contains 131 references. (SM)

ED 448 156 SP 039 685

Zeichner, Ken; Klehr, Mary
Teacher Research as Professional Development for P-12 Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Action Research; College School Cooperation; Educational Research; Elementary Secondary Education; *Faculty Development; Partnerships in Education; Teacher Improvement; *Teacher Researchers
IDENTIFIERS- Study Groups

This paper examines systematic studies of teacher research as professional development activity, identifying specific aspects of this experience that relate to positive teacher and student learning. Section 1 discusses variations in teacher research related to motivation, structural conditions and context, study format and content, incorporation of outside research, and philosophical orientation toward teachers. Section 2 presents five studies of teacher research as professional development: the Madison, Wisconsin, School District Classroom Action Research Program; the Brookline and Boston, Massachusetts, ED 448 177 TM 032 138

Rice, Margaret L.; Wright, Vivian H.; Cofield, Jay; Stokes, Suzanne P.; Wilson, Elizabeth K.
Conducting Survey Research via the Internet.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; *Internet; *Research Methodology; *Surveys
IDENTIFIERS- *Microsoft Access

This guide to creating a survey to be administered on the Internet used Microsoft Access as the database program for the illustration. Forty-four steps in constructing the survey, including the Common Gateway Interface that moves the data collected in e-mails directly to the database, are outlined. The example developed by researchers at the University of Alabama uses a server called "Bama." A sample survey is attached. (SLD)

ED 448 178 TM 032 139

Kennedy, Robert L.; McCallister, Corliss J.
Statistics Scores and Testing Time.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Scores; *Statistics; Test Length; Test Results; *Time; Time Management

The purpose of this study was to investigate the relationship between the scores students earned on their statistics final examinations and the number of minutes students required to complete the exams. In a previous study, K. Bridges (1985) extended the range of interest in this relationship from a single study to a course-based series, examining data generated from three multiple choice introductory psychology examinations. Little evidence was found to support either linear or nonlinear relationships between performance and order of finish or time required. In this study, the tests contained two parts: mechanical calculations of statistics and interpretations of printouts. Students were allowed unlimited time to complete the tests, and their times ranged from 69 to 305 minutes. Eight graduate-level basic statistics classes from fall terms between 1996 and 1999 were involved in the study, and their pooled group size, for which data were complete, was 97 (69 females and 28 males). The assumption of normality was not consistently met, so Spearman correlations were calculated: -0.30 for females (p=0.01), 0.24 for males (p=0.22), and -0.15 overall (p=0.14). The effect sizes for "r," according to Cohen, were medium for the females and small for the males and overall. That is, for the female students in this study, those who finished more quickly tended to perform better. For males, attribution theory and its implications; (7) "blue bird and red bird" (motivational types); (8) humans as limited information processors; (9) sex role differentiation; (10) behavioral objectives; (11) schools planned exclusively for at-risk students; (12) human memory and tape recording; (13) the prepositional network and its implications; (14) developing retrieval strategies; (15) means-end analysis; and (16) self-regulated learning. Four appendixes discuss Siegler's four rules for novice to expert progression, information processing, sex differences in task performance, and learning tactics and strategies. (Contains 24 references.) (SLD)

ED 448 198   TM 032 228

Roberts, J. Kyle
The Pitfalls of Ignoring Multilevel Design in National Datasets.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Least Squares Statistics; *National Surveys; Regression (Statistics); *Research Design
IDENTIFIERS- *Multilevel Analysis; *National Education Longitudinal Study 1988

This paper examines the differences between multilevel modeling and weighted ordinary least squares (OLS) regression for analyzing data from the National Educational Longitudinal Study 1988 (NELS:88). The final sample consisted of 718 students in 298 schools. Eighteen variables from the NELS:88 dataset were used, with the dependent variable being the science item response theory estimated number right standardized t-score. Results from the analyses yield no single criterion for choosing one method over the other, but they do illustrate some theoretical situations when multilevel models are preferred. As contextual effects grow larger, multilevel analyses tend to produce more accurate results of the data. Multilevel techniques also allow the researcher to use statistical analyses that are able to mine more complex data. (Contains 2 tables and 29 references.) (SLD)

ED 448 199   TM 032 229

Collins, Kathleen M.; Onwuegbuzie, Anthony J.
Relationship between Critical Thinking and Performance in Research Methodology Courses.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Critical Thinking; Educational Research; *Graduate Students; Graduate Study; Higher Education; *Methods Courses; *Performance Factors; *Research Methodology

This study assessed the relationship between students' ability to interpret and to apply research methodology and their critical thinking skills. Participants were 103 graduate students from

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Academic Failure; *Access to Education; Business; Community Development; Computer Uses in Education; *Educational Attainment; Elementary Secondary Education; Employment; Health Care Costs; High Risk Students; Higher Education; *Hispanic Americans; Information Dissemination; Mass Media; Neighborhood Improvement; Preschool Education; Retirement Benefits; Vocational Education
IDENTIFIERS- *California; *Latinos

This report presents a collection of papers that focuses on a coordinated approach to raising the socioeconomic status of Hispanic Americans living in California. After presenting "The Need for a Coordinated Approach," the papers are: "Preschool Access" (Theresa Garcia, Sandra Gutierrez, and Giovanna Stark); "K-12 Performance" (Patricia de Cos, Christine Aranda, Cirenio Rodriguez, and Sonia Hernandez); "College & University Performance" (Patricia Gandara); "Digital Divide" (Saeed Ali, Diana Rude, Raul Araujo, Richard Chabran, and Karen Origel); "Business Development" (Gus Koehler, Trish Kelly, Manuel Pastor, Sam Perez, and Alfonso Salazar); "Employment & Training" (Alicia Bugarin, Philip Martin, and Francisco Rodriguez); "Community Building and Redevelopment" (Belinda Reyes, Kim J. King, and Nestor Ruiz); "Pensions & Investments" (Marco Rodriguez, David B. Felderstein, and Leo Aguinaldo); "Media, Culture, & Information" (Jose Perez, Refugio Rochin, and Kathy Low); "Health Care" (Richard Figueroa); and "Safe Neighborhoods" (Marcus Nieto and Arturo Venegas). (SM)

ED 448 220   UD 033 876

Calabrese, Michael A., Ed.
Passing the Test: The National Interest in Good Schools for All.
SPONS. AGENCY- College Board, Washington, DC. Washington Office.
PUB DATE- 00
NOTE- 79p.; Foreword by Edward M. Kennedy. Introduction by Donald M. Stewart.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Citizenship Education; Democracy; Economics; Educational Policy; Educational Quality; Elementary Secondary Education; *Equal Education; *Federal Government; Financial Support; *Government Role; *Government School Relationship; Public Schools

This collection of essays addresses major issues that relate to the role of the federal government in American elementary and secondary education. After "Introduction: The National Interest in a Quality Education for All Children" (Donald M. Stewart), Part 1, "The National Interest in Elementary and Secondary Education," includes "Education and the Economy: The Nation Remains at Risk" (Milton Goldberg); "The Civic Ends and Means of Education" (Amy Gutmann); and "Promoting Social Cohesion Amid Diversity" (Richard D. Kahlenberg). Part 2, "Public Views about the Nation's Schools," includes "Report on Findings from Seven Focus Groups" (Lake Snell Perry with John Deardourff) and "Data from a National Poll" (American Association of School Administrators). Part 3, "The Federal Role in Achieving Good Schools for All," includes "The Time Has Come: A Federal Guarantee of Adequate Education Opportunity" (Kalman R. Hettleman); "The Case for Serious Federal Financing of America's Public Schools" (John D. Donahue); and "Reducing Inequality through Education: Millennial Resolutions" (W. Norton Grubb). (SM)

Lunenburg, Fred C.
High School Dropouts: Issues and Solutions.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Academies; *Dropout Prevention; Dropout Programs; Dropout Rate; Dropouts; *Educational Environment; High Risk Students; *High School Students; High Schools; House Plan; *Potential Dropouts; *Teaching Methods; Urban Schools

One of the most enduring challenges facing the public school system is decreasing the dropout rate. The highest rate of growth population in the future will be among the groups who are at greatest risk of dropping out of school. This paper outlines what school officials can do to decrease the dropout rate. The suggestions for dropout prevention include: (1) modifying the instructional environment; (2) establishing effective school membership; (3) initiating career academies; (4) developing supportive school board policies; (5) determining students' learning styles; (6) considering community based collaboratives; (7) establishing a case management intervention system; (8) creating a mentoring network; (9) establishing a school-within-a-school; and (10) using negative-sanction policies. (Contains 3 tables and 77 references.) (Author/SLD)

ED 448 240 UD 033 899

Brimmer, Andrew F.
Economic Prospects for African Americans, 2001-2010: Politics and Promises.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Economic Factors; *Education; Elections; Employment Programs; Health; *Political Candidates; Politics; *Public Policy; Taxes
IDENTIFIERS- African Americans; *Bush (George W); *Gore (Albert Jr); National Debt; Social Security Administration

Given the different economic policy approaches of the two candidates for the 2000 presidential election, Vice President Al Gore and Texas Governor George W. Bush, the Joint Center for Political and Economic Studies analyzed and assessed the plans put forth by both candidates, focusing on the expected impacts on African Americans. Six analyses were prepared as background for this summary document, covering each candidate's tax plans and Social Security, health care, education, and employment proposals. With regard to education, the most significant difference between the Bush and Gore plans is Bush's proposal to institute a federal voucher program. As structured in his current set of proposals, the federal program would focus on Title I students. States would be given 3 years to improve "low-performing" Title I schools, and if they did not make significant progress in closing the achievement gap, parents would be given the option of transferring the child to another public school or receiving an amount equivalent to the pro-rata share of Title I funds and an equal amount of state or local funds to enroll their child in a private school. The average value of this "voucher" is estimated to be about $1,500. Other

Commission for Indigenous Education, contain insightful accounts of the role of indigenous knowledge in higher education institutions across a variety of societies. The contributors examine the move to reaffirm the significance of local knowledge and wisdom and the resulting recognition of alternative epistemologies. Following an introduction, "Contextualising the Dialogue" by Vandra L. Masemann, the papers are: (1) "A Dialogue between the Local and the Global" (Zane Ma Rhea and Bob Teasdale); (2) "The Indigenisation of Trainee Teachers in Papua New Guinea" (Michael A. Mel); (3) "Universities and Curriculum Localisation in Nusa Tenggara Timur, Indonesia" (Elias Kopong, in collaboration with Bob Teasdale); (4) "Towards a New Pedagogy: Pacific Cultures in Higher Education" (Konai Helu Thaman); (5) "Aboriginal Philosophy in Australian Higher Education: Its Own Place in Its Own Time" (Malcolm Slade and Douglas Morgan); (6) "New Approaches to University Research in Indigenous Settings: An Example from Papua New Guinea" (Yasuko Nagai); (7) "Indigenous Rights and Higher Education in Australia: 'Not Just Black and White'" (Peter Gale); (8) "Higher Education as a Collective Resource for the Harakmbut of Amazonian Peru" (Sheila Aikman); (9) "Local Knowledges in Vietnamese Higher Education: A Case Study of Two Teacher Education Programs" (Gary Ovington); (10) "Transforming African Universities Using Indigenous Perspectives and Local Experience" (Birgit Brock-Utne); (11) "Dominant and Subjugated Knowledges in Indian Higher Education: A Preliminary Analysis" (Peter Minnes, Shoba Kalos, and Claire Aitchison); (12) "The Cuban University and Educational Outreach: Cuba's Contribution to Post-Colonial Development" (Anne Hickling Hudson); and (13) "Contemporary Knowledge Production and Reproduction in Thai Universities: Processes of Adaptive Balancing" (Zane Ma Rhea). (Contains an index and 328 references.) (SLD)

ED 447 742   HE 033 585

Neave, Guy, Ed.
The Universities' Responsibilities to Society: International Perspectives. Issues in Higher Education Series. First Edition.
PUB DATE- 00
NOTE- 289p.; Papers from the Mid Term Conference of Heads of Universities (4th, Bangkok, Thailand, November 12-14, 1997).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *College Role; Educational Change; Foreign Countries; *Higher Education; *Institutional Autonomy; *Responsibility

Three broad subthemes were addressed in a conference focusing on the responsibilities of universities. These were anticipating change relative to university development, the international knowledge enterprise, and academic freedom and university autonomy as prerequisite for the university meeting its responsibilities. Following an introduction, "Universities' Responsibility to Society: An Historical Exploitation of an Enduring Issue" by Guy Neave, the papers are: (1) "University and Society: Responsibilities, Contracts, Partnerships" (Georges Haddad); (2) "Priorities for a Dynamic University System: Thailand" (Sippanondha Ketudat); (3) "Towards a Worldwide Plan of Action for the Reform of Higher Education" (Marco Antonio R. Dias); (4) "Theme 1: University and Development: Anticipating Change" (Brenda M. Gourley and Pierre Calame), with summaries of four workshops; (5) "Theme 2:

ED 447 762 HE 033 606

Bovbjerg, Barbara D.
Student Loans: Direct Loan Default. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Federal Government; Higher Education; *Loan Default; Loan Repayment; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

This report presents data on default rates within two major federal student loan programs, the Federal Direct Loan Program (FDLP) and the Federal Family Education Loan Program (FFELP). Data from the National Student Loan Data System for 1997 and 1998 indicate that, overall, direct and guaranteed student loan programs had similar default rates--5.6 percent for FDLP and 6.7 percent for FFELP. They also had similar default rates when the comparisons emphasized type of school. Within FDLP, default rates differed substantially between nonconsolidated and consolidation loans for two of four repayment options (standard and income contingent repayment). Although reasons for these differences were unclear, student loan experts said the results often reflected differences in the overall credit-worthiness of borrowers who used the various options. The Department of Education used several means to ensure proper FDLP loan servicing and collection (monitoring requirements, independent monitoring, and external assessments). Appended are data on study scope and methodology; cohort default rates for FDLP an FFELP borrowers by type of school, cohort years 1997 and 1998; data on FDLP nonconsolidated and consolidation loans in repayment; data on FDLP consolidation loans in repayment, by borrower risk; and comments from the U.S. Department of Education. (SM)

ED 447 763 HE 033 607

Portes, Pedro; Longwell-Grice, Robert; Chan, Peter
Overview of Mentoring: Exploring Possibilities.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Graduate Students; Higher Education; *Mentors
IDENTIFIERS- American Educational Research Association

This paper outlines a project by the American Educational Research Association (AERA) Division C to pair graduate students seeking mentors with willing mentors on different campuses. Mentoring has long been shown to provide tremendous benefits to participants, but until recently, it was felt that participants needed to be within the same department or same university. This project is designed to be a virtual mentoring community, with aspects of distance learning and mentoring.

investigating information. Part 2 contains abstracts of special interest group (SIG) sessions and panels, and Part 3 contains abstracts of the plenary sessions. Author and SIG/Panel indexes are included. (MES)

ED 447 784 IR 020 405

CNN Newsroom Classroom Guides, October 2000.
PUB DATE- 00
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Chinese authorities detain Falun Gong protesters on Tiananmen Square and Pope John Paul II angers China by canonizing Chinese martyrs, U.S. presidential candidates prepare for the first presidential debate, U.S. presidential candidates debate education issues, Danville, Kentucky prepares for the first U.S. vice presidential debate, and Yugoslav protesters seize parliament (October 2-6); Yugoslavian president Vojislav Kostunica takes office, recent clashes between Arabs and Israelis concern neighboring Arab states, North Korea observes 55 years of communism with celebrations, Al Gore and George W. Bush meet in the second presidential debate, and Violence in the Mideast and an attack on a U.S. ship in Yemen have far-reaching consequences, concern over Mideast tensions threaten tight oil supply, hope of a Mideast peace (October 9-13); investigation of the attack on the USS Cole continues, Jerusalem's Arabs and Jews share a pessimistic outlook on the peace process, Middle East clashes continue despite an Israeli-Palestinian agreement, a memorial service is held for the crew of the USS Cole, and the U.S. Senate to ease Cuban trade sanctions (October 16-20); Israeli Prime Minister Barak calls for a "time out" from the peace process, U.S. Secretary of State Madeleine Albright visits North Korea, AT&T to unveil a breakup plan designed to boost shareholder value, one expert predicts an especially severe flu season, and the Pentagon reviews U.S. warship security procedures (October 23-27); prescription drug coverage is an important issue for U.S. presidential candidates, and U.S. presidential candidates' views on gun control differ (October 30-31). (AEF)

ED 447 785 IR 020 406

Liaw, Shu-Sheng
Enhancing Interactivity into Web-Based Learning Environments.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Seattle Pacific University Social and Moral Fabric of School Life Conference (Seattle, Washington, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

retrieval. Contributed papers and SIG sessions for Tuesday cover ordering information; visual display of information spaces; knowledge development and text mining tools; and assessing the Web and digital libraries. Contributed papers and SIG sessions for Wednesday cover evaluating documents found/retrieved; emerging models for knowledge management; and information seeking in industrial research and development. The section for Thursday includes reports of SIG sessions and a paper on the electronic book. Most papers contain references. (MES)

ED 447 803   IR 020 436

Bertot, John Carlo; McClure, Charles R.; Ryan, Joe
Developing Statistics and Performance Measures for the Networked Environment: Final Report.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.; Delaware State Library Commission, Dover.; Michigan Library, Lansing.; North Carolina State Library, Raleigh.; Pennsylvania State Library, Harrisburg.; Utah State Library, Salt Lake City.
PUB DATE- 00
NOTE- 146p.; Project Web site: http://www.ii.fsu.edu/Projects/IMLS/. Also sponsored by the Maryland State Library.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; *Information Networks; *Information Services; Information Technology; *Library Statistics; Models; Performance; *Public Libraries; Questionnaires; State Libraries; State Programs; Vendors
IDENTIFIERS- Information Infrastructure; *Performance Measures for Public Libraries

This report summarizes the findings, issues, and lessons learned from the Developing National Public Library and Statewide Network Statistics and Performance Measures study conducted between January 1999 and August 2000. The overall goal of the study was to develop a core set of national statistics and performance measures that librarians, researchers, and policymakers can use to describe public library and library-based statewide network use of networked services and resources. Study participants identified a number of criteria for the selection, development, and collection of network statistics and performance measures. Based on these criteria, and through extensive field-testing using a number of methods, the study team developed a core set of network statistics and performance measures. Key findings, issues, and recommendations include: (1) a core set of national network statistics and performance measures is possible; (2) a number of models exist to determine which statistics to use under what circumstances; (3) network statistics are evolutionary; (4) understanding, using, and presenting network statistics and measures requires education; (5) vendor community collaboration is key; and (6) developing a national data collection system to move forward is critical. (MES)

ED 447 804   IR 020 437

Skill Standards for Information Technology. Millennium Edition. Building a Foundation for Tomorrow.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99

ED 447 821 IR 057 943

Abbott, Wendy; Peach, Deborah
Building Info-Skills by Degrees: Embedding Information Literacy in University Study.
PUB DATE- 00
NOTE- 6p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Higher Education; *Information Literacy; *Information Skills; *Learner Controlled Instruction; *Skill Development; Workshops; World Wide Web
IDENTIFIERS- Griffith University (Australia)

This paper provides an overview of a project at Griffith University (Queensland, Australia). The Griffith Graduate Project was conceived in 1999 as a student-centered process that would facilitate the development of generic and professional skills over the life cycle of an undergraduate degree program. The first strategy involved a series of workshops with approximately 110 first-year students in the School of Applied Psychology. Students were asked to rate themselves across nine generic skills areas: self-management, interpersonal, problem-solving and decision-making, analysis and critical evaluation, adaptability and learning, teamwork, oral communication, information, and written communication. Following this awareness-raising process, approximately half the students signed up for voluntary library research workshops on catalog, database, and Internet searching; very few of these students availed themselves of the self-paced World Wide Web-based Library Research Tutorial. The second strategy of the project was the development of a Web-based resource directory. The third student-centered strategy was the Professional Portfolio, an electronic resource file that will enable students to organize and track their experiences and achievements and to critically reflect on their current level or stage of development. The integration and development of information literacy as a generic attribute in the curriculum, as well as future directions for the project, is also discussed. (MES)

ED 447 822 IR 057 944

Foxlee, Ruth; Borchardt, Karen
UQ Library's First CIS: Towards Customising Information Services at the University of Queensland Library.
PUB DATE- 00
NOTE- 11p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942. Graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

college students; underclassmen; social groups with tolerant attitudes toward cheating; classes where the subject matter seemed unimportant or uninteresting; or where the professor seemed disinterested or permissive. The digest concludes with recommendations to reduce academic dishonesty in two-year colleges including: (1) communicate policies on academic misconduct regularly to students and faculty; (2) encourage faculty to discuss dishonesty with students; (3) establish non-permissive test environments with watchful instructors, spaced seating and varying exam formats; (4) enforce policies in a consistent, fair and timely manner; and (5) maintain emphasis on mature behavior, self-responsibility and proper conduct. Contains 12 references. (PGB)

ED 447 841 JC 010 003

Leider, Steven
Sexual Minorities on Community College Campuses. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Environment; *Community Colleges; Diversity (Student); *Homophobia; *Homosexuality; *Sexual Harassment; Social Bias; Student Surveys; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest provides a review of current literature relating to sexual minorities and the ongoing dialogue surrounding multiculturalism and inclusiveness on community college campuses. A 1998 study conducted on the six San Francisco community college campuses indicated that more than 1 in 3 of 484 community college students surveyed had engaged in hate speech or hate crimes against individuals perceived to be gay or lesbian. Study of lesbian, gay, bisexual and transgendered (LGBT) students is complicated by scarcity of previous studies, reluctance of some LGBT students to self-identify, and professional repercussions against faculty, staff or administrators who may choose to study LGBT students. A lack of institutional support services and inadequate opportunities to interact with other LGBT students, faculty, and staff may play a significant role in sexual minority students' failure to persist. Recent changes in state and federal law seem to indicate that failure by community college administrators to protect these students may lead to legal action against administrators and institutions. Includes reference to an "Institutional Assessment of Sexual Minority Status Checklist" with twelve assessment areas by which an institution might evaluate whether it is meeting its LGBT student needs. Contains 12 references. (PGB)

ED 447 842 JC 010 004

Howell, Elaine
Strategic Planning for a New Century: Process over Product. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.

correspondence schools statewide. (PGS)

ED 447 862 JC 010 029

A Matter of Facts: The North Carolina Community College System Fact Book, 2000.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Finance; *Educational Policy; *Enrollment; *Institutional Characteristics; *Institutional Mission; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

The North Carolina Community College (NCCC) System Fact Book is a yearly publication providing data on the status of the entire state system. This document gives an overview of system purpose, mission, history, governance, funding, and service areas. It also describes the curriculum programs, degrees, certificates, and diplomas offered at the various campuses, along with numbers of completions per program for 1998-99 and a list of the accrediting agencies of curriculum programs. Enrollment figures are included for non-curriculum programs, such as adult basic education, English as a Second Language, community service, correctional education, distance learning, and occupational continuing education. An overview of the community college budget process and a listing of off-campus facilities is included. Program enrollment figures itemize unduplicated headcount, annual curriculum full-time equivalent (FTE), and annual extension FTE. Figures for 1994-1999 describe student age, employment status, race, sex, residency status, day/evening status, and credit hours. Descriptions of staff and faculty, including number, demographics, years of service at the current college, and educational level, are included. A glossary, and contact information for the State Board of Community Colleges, Community College Presidents, and the Community College System Office conclude the report. (Contains 44 tables, charts and lists.) (PGS)

ED 447 863 JC 010 030

North Carolina Community College System Fall Statistical Report, 1999-00.
PUB DATE- 00
NOTE- 13p.; The report is Volume 35, Number 3. Prepared by North Carolina Community College System, Information Services Section.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Associate Degrees; College Programs; *Community Colleges; *Enrollment; Full Time Students; *Institutional Characteristics; Part Time Students; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document contains two tables of information compiled from Fall 1999-00 registration records submitted by each North Carolina community college. The first table summarizes the number of persons enrolled in each program in each college. Curriculum programs are categorized as Associate, Diploma, Certificate, or Transition. Extension programs include basic have been reconfigured in this manner to facilitate comparisons. College-wide highlighted findings include: (1) between 1994 and 1999, there was a 10.8% decrease in high school graduates but a much steeper 28.4% decline in graduates enrolling at M-DCC, resulting in a net loss of 1,215 students; and (2) 38.3% or 4,732 students chose to enroll at M-DCC in 1998-99, a 1.5% or 244-student decline compared with the previous year's draw. This document includes tables of data that describe draws by ethnicity, and by high schools for North Campus, Kendall Campus, Wolfson Campus, Interamerican Campus and Homestead Campus. Appendices display college-wide and specific campus historical trend data on the high school draw for each of Miami-Dade County public schools for 1994-99. (PGS)

ED 447 884 JC 010 051

Shults, Christopher
Institutional Policies and Practices in Remedial Education: A National Study of Community Colleges.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Policy; Educational Practices; Educational Technology; *Remedial Instruction; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

The American Association of Community Colleges conducted a study that examined policies, practices, and trends of remedial education in community colleges. The study was designed to gather detailed information on remedial education in community colleges at a national level. Over 400 institutions returned survey instruments and the analysis of the surveys provided empirical answers to questions where anecdotal answers existed previously. Results from the study indicate that most students take fewer remedial courses than myth indicates, community colleges use available technology to aid students in remedial education, and institutions mandate the majority of policies on remedial education currently in place. Nearly half (45%) of the institutions in this survey contracted remedial education to business and industry, with 61% using collaborative efforts between the employer and institution to create the curricula. Although the issue of contract training was not examined in great detail, the results help to disprove the myth that all students taking remedial courses are "straight out of high school." The percentage of institutions using computers in remedial courses was high with more than 80% of institutions either sometimes or frequently using computers in most courses. This supports the assumption that community colleges are using the technology available to better aid their students. (VWC)

ED 447 885 JC 010 052

Annual Report Card, December 1997.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Higher Education; Institutional Characteristics; Institutional Evaluation; Instructional Effectiveness; Program Evaluation; *Public Colleges; *State

intervention efforts. The report concludes with the following recommendations for mental health services: (1) increase public awareness and knowledge of children's mental health issues; (2) increase the effectiveness of advocacy for children's mental health services; (3) increase the focus on prevention and early intervention services; and (4) establish community-level and state-level commitments to the system of care model. (Contains 106 endnotes.) (KB)

ED 447 904   PS 028 983

Ykema, Freerk
Rock and Water: Working with Boys, Building Fine Men. An Educational Program Centred around Safety and Integrity.
PUB DATE- 00
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Behavior Development; Child Behavior; Child Development; Citizenship Education; *Empowerment; Foreign Countries; Gender Issues; Individual Development; *Males; Maturity (Individuals); Muscular Strength; Peer Relationship; Personality Traits; *Preadolescents; Self Control; Self Esteem; Sex Role; *Social Responsibility; *Values Education
IDENTIFIERS- Australia; Netherlands; Strength Training

This lesson book presents the curriculum of the Rock and Water program, which aims to assist boys in their development to adulthood by emphasizing the importance of being conscious of their own power and responsibility within society. The program focuses on the process of growth to adulthood via five steps: (1) self defense; (2) standing up for oneself; (3) awareness of personal possibilities, qualities, and responsibilities; (4) the inner compass: directing personal development and forces within; and (5) the inner undercurrent: awareness of connectedness and solidarity. Lessons one through eight are suitable for both boys and girls from 10 years of age. In these lessons, the Rock and Water principles are introduced, and the pupils are taught the power of standing strong. Each lesson deals with one of the following themes: breathing strength, body language, boundaries and intuition. Lessons 9 to 13, more suitable for pupils from age 14, are gender specific and aimed toward boys. These lessons deal with mental strength and address issues of: group pressure, bullying, concentration, visualization, self confidence, the inner compass, the Three Steps Plan, and sexuality. The lesson book's appendix contains a separate lesson that focuses on assisting children in dealing with a threatening group of peers. (SD)

ED 447 905   PS 028 984

Teaching Boys, Developing Fine Men Conference (Brisbane, Queensland, Australia, August 21-22, 2000).
PUB DATE- 00
NOTE- 164p.; Sponsored by Queensland Health, Young People at Risk Program; Commonwealth Department of Health and Aged Care; Brisbane City Council; and Qantas Impulse Airlines. Conference Team was composed of Richard Fletcher, Michelle Gifford, Deborah Hartman, Megan McIlveen, Judie Geggie, with Rollo Browne and Alan Tulloch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

resources on financing and sustaining out-of-school time and community school initiatives. The worksheet is intended to help developers of such programs to create one type of financial projection--an operating budget--that identifies the range of costs that their initiative will incur. To complete the worksheet, program developers must provide their cost assumptions and then identify all costs in two categories: program costs and system-wide/infrastructure costs. The worksheet also differentiates between cash expenses and in-kind contributions. (EV)

ED 447 924   PS 029 021

Bundy, Andrew L.
Maximizing Medicaid Funding To Support Health and Mental Health Services for School-Age Children and Youth. Tools for Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 5.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 20p.; Produced with Victoria Wegener. Part of the Out-of-School Time Technical Assistance Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Community Programs; Community Schools; Cooperative Programs; Elementary Secondary Education; Enrichment Activities; Extracurricular Activities; *Financial Support; *Health Services; Integrated Services; Partnerships in Education; Program Descriptions
IDENTIFIERS- *Medicaid

This brief is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives. The brief presents general background information and strategies for maximizing Medicaid funding for such programs and highlights examples of innovative projects throughout the country. The financing strategies described are: (1) fee-for-service claiming; (2) administrative claiming; (3) "leveraged" funding, or partnerships that maximize Medicaid reimbursements; and (4) building statewide systems to integrate services and improve outcomes. (EV)

ED 447 925   PS 029 023

Wylie, Cathy; Thompson, Jean; Lythe, Cathy
Competent Children at 8: Families, Early Education, and Schools.
PUB DATE- 99
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Childhood Attitudes; Children; Cognitive Development; *Competence; Early Childhood Education; Educational Attainment; *Elementary School Students; *Family Environment; Foreign Countries; *Individual Differences; Language Skills; Longitudinal Studies; Parent Background; Parent Influence; Persistence; *Predictor Variables; Problem Solving; Sex Differences; Social Development; *Social Differences; Socioeconomic Status; Student Responsibility

NOTE- 9p.; Paper presented at the Head Start National Research Conference (Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Analysis; *Limited English Speaking; *Preschool Children; Preschool Education; *Preschool Teachers; *Special Needs Students; *Teacher Behavior; *Teacher Student Relationship

Previous studies have provided evidence that the early childhood language environment, especially teacher language, is an important influence on children's social, cognitive, and linguistic development. This study compared preschool teachers' verbal interaction with children with disabilities, children using English as a second language, and typically-developing peers at an inclusive university-based preschool. Participating in the study were 43 girls and 48 boys ranging in age from 24 to 61 months. Twelve children had a diagnosed disability, and 14 used English as a second language (ESL), with no overlap between the groups. Data on rate and content of teacher-child interaction were collected during classroom observations. Findings indicated that teachers had significantly fewer transactional interactions, fewer expressive interactions, and less positive affect with ESL children than with English speaking children. The ESL children gained significantly fewer positive child responses than English speaking children. Teachers had significantly fewer one-way interactions with children with disabilities than with typical children. Children with disabilities ignored significantly fewer initiations than children without disabilities. It was concluded that language environments were different for children based upon their native language and the presence of a disability. (KB)

ED 447 943 PS 029 047

Couse, Leslie J.; Clawson, Mellisa A.
Social Play of Preschool Children with Special Needs and Typically-Developing Children.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Conference on Human Development (Memphis, TN, April 14-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Disabilities; Interpersonal Competence; *Peer Relationship; *Play; *Preschool Children; Preschool Education
IDENTIFIERS- *Special Needs Children

Inclusive early childhood settings are believed to promote interaction between children with special needs and typically developing children by allowing the latter group to serve as "peer models." This study examined the social play of children with special needs and their typically developing peers. Participating in the study were 156 typically developing and 26 special needs children attending an inclusive, university-based preschool. Children ranged in age from 22 to 61 months, with an average age of 40 months. Data were collected through classroom observations following the Howes and Matheson Revised Peer Play Scale. Each child was observed during 4 visits that included three 5-minute samples. Children's level of play (solitary, parallel, parallel aware, simple social, complementary and reciprocal, and cooperative/complex social pretend) and their

PUB DATE- 01

NOTE- 765p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Adolescents; Advertising; Cable Television; Censorship; Child Advocacy; Child Development; *Children; Childrens Television; Cognitive Development; Compliance (Legal); Cultural Differences; Cultural Pluralism; Drug Use; Educational Television; Family (Sociological Unit); Internet; Literature Reviews; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Moral Development; Nonprint Media; Parent Child Relationship; Popular Music; Programming (Broadcast); Public Policy; Public Television; Sex Role; Sexuality; Socialization; State of the Art Reviews; *Television; Television Viewing; Video Games

IDENTIFIERS- Childrens Television Act 1990; Identity Formation; Television Content Ratings

This handbook analyzes effects on children of traditional media, such as television, film, and advertising; and new media, such as the Internet and video games. The chapters are: (1) "The History of Children's Use of Electronic Media" (Paik); (2) "Free Reading: Implications for Child Development" (Desmond); (3) "The Use of Television and Other Film-Related Media" (Comstock, Scharrer); (4) "The Impact of Interactive Games and the Internet on Cognition, Socialization, and Behavior" (Subrahmanyam and others); (5) "Attention, Comprehension, and the Educational Influences of Television" (Bickham, Wright, Huston); (6) "Television and the Child's Developing Imagination" (Valkenburg); (7) "Television as Incidental Language Teacher" (Naigles, Mayeux); (8) "Creating Vigilance for Better Learning from Television" (Miron, Bryant, Zillmann); (9) "Prosocial Effects on Children's Social Interactions" (Mares, Woodard); (10) "The Media and Children's Fears, Anxieties, and Perceptions of Danger" (Cantor); (11) "Effects of Televised Violence on Aggression" (Bushman, Huesmann); (12) "Media Violence in Cross-Cultural Perspective" (Groebel); (13) "Research on Sex in the Media" (Malamuth, Impett) (14) "Sex in the Media: Theory, Influences, and Solutions" (Donnerstein, Smith); (15) "Mass Media and Identity Development" (Huntemann, Morgan); (16) "Media and the Family" (Kubey, Donovan); (17) "Television's Gender Role Images and Contribution to Stereotyping" (Signorielli); (18) "Television, Children, and Multicultural Awareness" (Berry, Asamen); (19) "Children and Television Advertising" (Kunkel); (20) "Popular Music in Childhood and Adolescence" (Roberts, Christenson); (21) "Children, Adolescents, Drugs, and the Media" (Strasburger); (22) "Television Food Advertising" (Horgen, Choate, Brownell); (23) "Television and Morality" (Rosenkoetter); (24) "The Economic Structure of the Commercial Electronic Children's Media Industries" (Allen); (25) "Broadcast Networks and the Children's Television Business" (Alexander); (26) "Children's Programming on Public Television" (Franklin, Rifkin, Pascual); (27) "PRIX JEUNESSE as a Force for Cultural Diversity" (Kleeman); (28) "Cable Television" (Dirr); (29) "Children, the Internet, and Other New Technologies" (Tarpley); (30) "Hazards and Possibilities of Commercial TV in the Schools" (Wartella, Jennings); (31) "The Role of Research in Educational Television" (Cohen); (32) "Children and Media Policy" (Kunkel, Wilcox); (33) "Industry Standards and Practices: Compliance with the Children's Television Act" (Hill-Scott); (34) "Child and Parent Responses to the Age-Based and Content-Based Television Ratings" (Greenberg, Rampoldi-Hnilo); (35) "The New On-Line Children's Consumer Culture" (Montgomery); (36)

This study examines the relationship between school consolidation and district transportation costs, effects on instructional expenditures, and institutional factors supporting consolidation. Data on actual student transportation costs across the United States indicate that despite widespread school and school district consolidation, transportation costs have increased, and transportation costs per child are greater in rural than urban school districts. Given the evidence that economy-of-scale arguments fail in rural school districts in terms of transportation costs, reasons beyond fiscal criteria must be driving consolidation. An analysis of the institutional environment shows how consolidation has been justified according to the exaction of state authority over local school districts, and has been supported through national policy towards housing and land use development. Institutional perspectives of organizational legitimacy and survival would not seem to justify consolidation, but consolidation always terminates some organizational form. Perhaps the organizational form of small schools and weak school districts makes them more susceptible to organizational death by other legitimacy-seeking organizations. It appears that higher transportation costs associated with extensive consolidation in rural areas constrain opportunities to fund quality instruction in rural areas. (Contains 44 references and 12 data tables and figures.) (TD)

ED 447 980 RC 022 595

Arctic Social Sciences: Opportunities in Arctic Research.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 92p.; Produced for the National Science Foundation, Arctic Social Sciences Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; Community Involvement; Cultural Awareness; *Indigenous Populations; *Interdisciplinary Approach; International Cooperation; *Participatory Research; Qualitative Research; *Research Opportunities; Social Change; *Social Science Research
IDENTIFIERS- *Arctic; Environmental Impact; Research Ethics; Researcher Subject Relationship

The U.S. Congress passed the Arctic Research and Policy Act in 1984 and designated the National Science Foundation (NSF) the lead agency in implementing arctic research policy. In 1989, the parameters of arctic social science research were outlined, emphasizing three themes: human-environment interactions, community viability, and rapid social change. This booklet reports on a 1997 workshop in which participants reviewed the progress made in the first 7 years and identified opportunities and needs in arctic social science research. Chapter 1 explains the context and the unique opportunities the Arctic offers to social science researchers. Chapter 2 describes five current research themes: culture and environment, resources and economic change, development of social and political institutions, ethnic and regional identities, and indigenous knowledge systems. Chapter 3 discusses working in the Arctic. NSF encourages interdisciplinary research that blends qualitative and quantitative research into collaborative projects involving partnerships among scientists, indigenous peoples, and local organizations. Research should be relevant to local needs and contribute to education programs in and

(ED), Washington, DC.
PUB DATE- 00
NOTE- 207p.; For individual chapters, see RC 022 709-713.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Economically Disadvantaged; Educational Environment; *High Schools; Institutional Characteristics; *Institutional Survival; Rural Education; *Rural Schools; *School Community Relationship; School Effectiveness; *Small Schools
IDENTIFIERS- *Sustainability

It is now widely recognized that small schools are more productive and effective than larger schools. Yet, public officials and professional educators in many rural areas continue to believe that small schools are inefficient and ineffective, a way of thinking reflected in closed schools, angry residents, and long bus rides for students. About a quarter of U.S. high schools remain small (with fewer than 400 students in grades 9-12). Part research report and part handbook for action, this book discusses the general status of small rural high schools, takes a closer look at four small high schools that are flourishing despite being located in communities of very modest means, and offers guidance to administrators and policymakers who would like to keep their small high schools but must grapple with numerous problems. Chapter 1-3 examine the literature on small schools with particular relevance to rural areas, discuss strategies for sustaining small rural high schools, and describe the case-study methods. Chapters 4-7 present case studies conducted in 1997-98 in Oneida High School (Oneida, TN); Wahluke High School (Mattawa, WA); Thrasher K-12 School (Booneville, MS); and Fourche Valley School (Briggsville, AR). These chapters consider the character of the schools (how they are different); connect findings to perspectives on rural communities, social capital, and school leadership; and reflect on the importance of articulating rural priorities for rural schools. Chapter 8 compares and contrasts the case-study schools. Chapter 9 presents organizations, Web sites, and readings related to policy, community engagement, rural school facilities, and school and curricular leadership. Chapter authors are Craig B. Howley, Hobart L. Harmon, Diane Dorfman, Calvin H. Jackson, and Patricia Demler Hadden. (Contains 132 references.) (SV)

ED 447 998 RC 022 709

Howley, Craig B.; Harmon, Hobart L.
Community as Tacit Curriculum: A Case Study of Oneida High School, Oneida, Tennessee.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.; In: "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Attitudes; Community Schools; Educational Attitudes; *Educational Environment; High Schools; Institutional Survival; Rural Education; Rural Schools; School Attitudes; *School Community Relationship; School Role; *Small Schools; *Values
IDENTIFIERS- Sense of Community; Tennessee

A case study of Oneida High School (Oneida, Tennessee) in

Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Critical Thinking; *High Risk Students; Learning Strategies; Socioeconomic Status; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Critical Inquiry; *First Generation Students

Community college students may be at-risk academically, socioeconomically, or because they are first-generation attendees. Recognizing the need for a strong support system, a study was conducted to determine whether students could be taught to incorporate information processing strategies into their personal inventory of strategies. It was anticipated that learning strategies within the context of a prerequisite course could improve academic performance and increase the incidence of critical thinking skills, thereby assisting students in the pursuit of a professional career or higher academic degree. In a one semester, quasi-experimental study, Human Anatomy and Physiology students were divided into control and experimental groups. The experimental group participated in the use of a student-generated questioning technique in conjunction with lecture presentations, while the control group did not. Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA) revealed no significant differences with regard to overall achievement, the ability to process information, or the demonstration of critical thinking. Members of the experimental group did, however, exhibit a change in their ability to select main ideas, apply deductive reasoning, and use inference. (Author/SAH)

ED 448 017 SE 063 897

Ben Hur, Yehuda; Bar, Haviva
Using the "Year of the Environment" as a Model for Improving the Environmental Knowledge and Attitudes of Junior High School Students in Israel.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); *Environmental Education; Environmental Influences; Junior High Schools; *Student Attitudes; *Student Motivation; Teaching Methods
IDENTIFIERS- Environmental Attitudes; *Israel

This paper focuses on three goals for improving the environmental knowledge and attitudes of elementary and junior high students: (1) analyzing the short-term influence of the "Year of the Environment" on school activities concerning the environment; (2) analyzing the contribution of the "Year of the Environment" to the knowledge and attitudes of students towards the environment; and (3) examining the relationships amongst variables such as the amount of students' time invested in environmental issues at school; integration of environmental education in the overall school "culture"; students' knowledge and attitudes towards the environment; and students' awareness, responsibility, and commitment to the environment. (SAH) neuroscience concepts and acquire problem-solving and decision making skills. Each BrainLink unit targets a major neuroscience topic and consists of a colorful science Adventures storybook, a comprehensive Teacher's Guide to hands-on activities in science and mathematics, a Reading Link language arts supplement, and a fun and informative Explorations mini-magazine for students to use with their families at home or in the classroom. This issue examines the motor system including reflexes, movement, and coordination. (ASK)

ED 448 043   SE 064 336

Boyle, Grace
Skullduggery: A Case of Cranium Confusion. BrainLink: Brain Comparisons.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 161p.; Illustrated by T. Lewis. Revised by Judith Dresden and Barbara Tharp. Science notations by Nancy Moreno. For other books in the BrainLink series, see SE 064 335-338.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Brain; Content Area Reading; Elementary Education; Human Body; Mathematics Education; *Neurology; Problem Solving; *Science Activities; *Science Instruction

The BrainLink project offers educational materials focusing on current neuroscience issues with the goal of promoting a deeper understanding of how the nervous system works and why the brain makes each individual special while conveying the excitement of "doing science" among upper elementary and middle school students. Project materials engage students and their families in neuroscience issues as they learn fundamental physical and neuroscience concepts and acquire problem-solving and decision making skills. Each BrainLink unit targets a major neuroscience topic and consists of a colorful science Adventures storybook, a comprehensive Teacher's Guide to hands-on activities in science and mathematics, a Reading Link language arts supplement, and a fun and informative Explorations mini-magazine for students to use with their families at home or in the classroom. This issue provides a novel approach to learning more about the make-up of the brain and the basics of intelligence. (ASK)

ED 448 044   SE 064 337

Boyle, Grace
The Cookie Crumbles: A Case of Sensory Sleuthing. BrainLink: Sensory Signals.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 169p.; Illustrated by T. Lewis. Revised by Judith Dresden and Barbara Tharp. Science notations by Nancy Moreno. For other books in the BrainLink series, see SE 064 335-338.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Brain; Content Area Reading; Elementary Education; Human Body; Mathematics Education; *Neurology; Problem Solving; *Science Activities; *Science Instruction

The BrainLink project offers educational materials focusing on current neuroscience issues with the goal of promoting a deeper

Social Studies; Student Educational Objectives; Television Viewing; *United States History
IDENTIFIERS- *Anthony (Susan B); *Stanton (Elizabeth Cady); Womens History; Womens Suffrage

These lesson plans for high school students were developed to accompany the documentary film by Ken Burns and Paul Barnes which tells the story of Elizabeth Cady Stanton and Susan B. Anthony and their lifelong fight for women's rights. In the lessons students write editorials about women's rights around the world today, interview senior citizens about how women's roles have changed in the 20th century, investigate women's legal rights over 200 years of U.S. history through primary documents, and explore the connections and conflicts between the suffrage and abolition movements in the United States in the 19th century. Each lesson plan suggests subject areas and an educational objective; lists materials needed; outlines procedural steps; suggests assessment and extension activities; and discusses National Standards. Includes a biography and extensive lists of books and Web sites. Provides organization addresses. (BT)

ED 448 069   SO 031 884

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Author Series, Volume 7.
PUB DATE- 00
NOTE- 215p.; For related volumes, see ED 390 725 and ED 434 064.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; Childrens Literature; Elementary Secondary Education; Language Arts; Popular Culture; Profiles; Reading Interests; Reading Materials; Recreational Reading; Social Studies; Student Interests; Supplementary Reading Materials
IDENTIFIERS- *Biodata; *Illustrators; Writing for Children

This book presents biographical profiles of 10 authors of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy reading and readily understand. Biographies were prepared after extensive research, and each volume contains a cumulative index, a general index, a place of birth index, and a birthday index. Each profile provides at least one picture of the individual and information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All entries end with a list of easily accessible sources designed to lead the student to further reading on the individual. Volume 7 features the following authors: William H. Armstrong (Obituary, 1914-1999); Patricia Reilly Giff (1935-); Langston Hughes (Retrospective, 1902-1967); Stan Lee (1922-); Julius Lester (1939-); Robert Pinsky (1940-); Todd Strasser (1950-); Jacqueline Woodson (1964?-); Patricia C. Wrede (1953-); and Jane Yolen (1939-). (LB)

ED 448 070   SO 031 914

Walker, Harriet
African American Art: A Los Angeles Legacy.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English

NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Historians; *Recognition (Achievement); *Scholarly Writing; *Scholarship; Secondary Education; Social Studies
IDENTIFIERS- Biodata; New School for Social Research NY; *Robinson (James Harvey)

This paper profiles James Harvey Robinson, an important scholar of history and social issues. The paper presents a biographical sketch of Harvey's early life and education and discusses his teaching and scholarly work, including his co-founding (with Charles A. Beard) of the New School for Social Research (New York) in 1919, noting that Robinson championed the use of history as an instrument for change. It focuses on Robinson's writings, especially his contribution to the 1916 "The Social Studies in Secondary Education: A Six-Year Program Adapted Both to the 6-3-3 and the 8-4 Plans of Organization and Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association." Contains 66 notes, 12 primary, and 4 secondary references. (BT)

ED 448 093 SO 032 333

Patrick, John J.
Political Socialization of Youth: Reconsideration of Research on the Civic Development of Elementary and Secondary School Students in the United States and Abroad.
PUB DATE- 00
NOTE- 9p.; CUFA Presentation to the Annual Meeting of the National Council for the Social Studies (San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Comparative Education; Curriculum Development; Elementary Secondary Education; *Political Socialization
IDENTIFIERS- Civic Values; Research Trends

This paper describes briefly the path of political socialization research over the past 40 years; discusses "Project Citizen," a civics program for adolescent students, and the implications of recent research on it; and comments on the current state of political socialization research. Contains 12 references. (BT)

ED 448 094 SO 032 334

Mehlinger, Howard D.
Social Studies: Some Gulfs and Priorities--A Reconsideration.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

education in Sweden and then details the happenings at a school board meeting in Katrineholm. It reports that the educational atmosphere in Sweden is relaxed and that both schools offer flexible schedules. The paper goes through a day at the schools where students are responsible, as in a true democracy. The U.S. educator did not once witness a teacher direct a student to do something. The paper questions whether U.S. educators can expect to build trust and responsibility in their own schools when they find it necessary to constantly supervise their students. Contains 11 references. (BT)

ED 448 116   SO 032 422

Guidebook for Colleges and Universities Preparing Social Studies Teachers. National Standards for Social Studies Teachers, Volume III.
PUB DATE- 00
NOTE- 88p.; Prepared by the National Council for the Social Studies and the National Council for Accreditation of Teacher Education (NCSS/NCATE) Assessment Criteria Project. This project was funded by a grant from the National Partnership for Excellence and Accountability in Teaching through the National Commission on Teaching and America's Future and NCATE. For the related documents, "National Standards for Social Studies Teachers," see SO 032 211, and "Program Standards for the Initial Preparation of Social Studies Teachers," see SO 032 212.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Evaluation Criteria; Higher Education; National Standards; *Social Studies; Teacher Education

This guidebook, designed to assist colleges and universities to meet National Council for the Social Studies/National Council for Accreditation of Teacher Education program standards, is one of three documents that deal with national standards for social studies teachers. The guidebook is intended to help colleges and universities assess the subject matter strengths and weaknesses of their social studies teacher education students to determine the extent to which their programs meet the national standards. Following an introduction, the guidebook consists of three main sections: (1) a set of guidelines on ways of meeting the standards; (2) a compendium of examples of good assessment tasks; and (3) a copy of an article that describes a perspective on using program approval standards and processes to improve programs for preparing history teachers. The guidebook offers examples of and suggestions on how teacher education programs faculty might meet the NCSS/NCATE standards. Discusses incorporating "National Standards for Social Studies Teachers" and "Program Standards for the Initial Preparation of Social Studies Teachers" into college and university programs. (BT)

ED 448 117   SO 032 426

Ordonez, Victor, Ed.; Maclean, Rupert, Ed.
Open File: Education in Asia.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

aspiring superintendents. Respondents tended to believe that the superintendency was not a man's territory. Most did not feel that power meant dominance for men and collaboration for women. About three-quarters did not feel restricted by their family situations in applying for superintendent jobs. Half believed that women with families put them before their careers. Barriers to superintendency included lack of: professional networks, encouragement, formal and informal training, membership in the good old boys' network, and influential sponsors. Most respondents said they would seek the superintendency again. (Contains 25 references.) (SM)

ED 448 137   SP 039 652

Newman, Carole; Lenhart, Lisa; Moss, Barbara; Newman, David
A Four-Year Cross-Sectional Study of Changes in Self-Efficacy and Stages of Concern among Pre-Service Teachers.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Internship Programs; *Mentors; Preservice Teacher Education; Professional Development Schools; *Self Efficacy; Student Teacher Attitudes; Student Teachers; Student Teaching
IDENTIFIERS- *Stages of Concern

This paper reports on data from a 4-year, cross-sectional study of preservice teachers who participated in a yearlong Professional Development School internship/student teaching experience. Preservice teachers worked in classrooms with mentor teachers for two 8-week placements during the fall semester and returned to student teach with the same teachers during the spring semester. During the fall internship, students observed, planned, and taught with their mentors on Tuesday and Thursday mornings. Thursday afternoons were devoted to on-site classes designed to support standards-based planning and to reflect on their teaching experiences and professional growth. The evaluation of this project included assessment of preservice participants at the beginning, at mid-year, and at the end of their experience to determine changes in their self-efficacy as teachers and their Stages of Concern as measured by the C-BAM. Journal responses to prompts regarding their concerns, their role as teachers, and reflections on their teaching are reported and compared to changes in self-efficacy and Stages of Concern. Finally, the potential impact of this model of preservice education is discussed. (SM)

ED 448 138   SP 039 656

Auduc, Jean-Louis
Training Teachers To Work in Schools Considered Difficult. Fundamentals of Educational Planning Series, Number 59.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

Learning/Teaching Collaborative Inquiry Seminars; the Lawrence School Teacher Study Groups, Brookline, Massachusetts; the Bay Area IV Professional Development Consortium Teacher Action Research Project; and the schoolwide action research model in Georgia and Ames, Iowa. Section 3 presents teachers' self-reports of the research experience. Teachers gain a new sense of confidence from conducting research, often becoming more critical of assertions about what works in classrooms and more skeptical of reform strategies that do not include them in the discussion. Key dimensions of teacher research programs that are important in transforming teaching and student learning are detailed (e.g., creating a culture of inquiry that respects the voices of teachers and the knowledge they bring to the research experience). (Contains 27 references.) (SM)

ED 448 157   SP 039 686

Marion, Robin; Zeichner, Ken
Guide to Practitioner Research Resources in North America.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Action Research; *Educational Research; Elementary Secondary Education; *Teacher Researchers; Teachers
IDENTIFIERS- Study Groups

This publication is a compilation of resources concerned with practitioner research in P-12 education, with a focus on North America. The guide includes information about practitioner research networks, on-line sites, journals, collections of practitioner research studies, funding sources in support of action research, and publications about practitioner research (booklets and pamphlets, chapters, papers, and articles). (SM)

ED 448 158   SP 039 687

Hudson, Mildred
Final Report (Revised) for the National Study of Community College Career Corridors for K-12 Teacher Recruitment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; College Transfer Students; *Community Colleges; Diversity (Student); Elementary Secondary Education; Financial Support; Higher Education; Partnerships in Education; Preservice Teacher Education; Student Characteristics; *Student Recruitment; *Transfer Rates (College)
IDENTIFIERS- Barriers to Participation; Program Characteristics

This study investigated the role of community colleges in recruiting and developing new K-12 teachers. Surveys were mailed to over 100 community colleges with teacher recruitment programs nationwide. The surveys were directed to contacts such as presidents, deans, and vice presidents of instruction and directors of exemplary projects/programs at community colleges. The survey requested information about the community college project, program, and/or activities in 10 major areas. Analysis of the 205 returned surveys indicated that the programs varied those who completed the tests quickly did not necessarily do better than those who took greater amounts of time, although there was a small tendency for those who took more time to perform better. Overall, the relationship was minimal. (Contains 16 references.) (Author/SLD)

ED 448 179   TM 032 140

Morse, Linda W.; Smith-Mallette, Geraldine; Talento-Miller, Eileen
Metacognitive Protocols: A Qualitative Study of Perceptions of "Smartness" of Adults and Children.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Beliefs; Children; Higher Education; *Intelligence; *Metacognition; *Student Attitudes; *Undergraduate Students

Metacognition is a theoretical construct used to describe individuals' perceptions of their thinking processes and their own control over their thinking processes. This study examined the protocols of 78 undergraduates who responded to 3 questions from the Swanson Metacognitive Questionnaire: (1) What makes someone really smart? (2) How do children figure things out, like how to do something? and (3) Is there any reason why adults are smarter than children? Why? Two researchers examined the protocols independently and identified some themes. "Smartness" was largely described as having academic knowledge and common sense, with a genetic component. The dominant themes about children's intelligence were that they learn by observation, through asking questions, and by trial and error. Respondents indicated that adults had more life experiences and a larger knowledge base than children. These findings support suggestions in current psychological literature about differences in the thinking processes of children and adults. (Contains 3 tables and 11 references.) (Author/SLD)

ED 448 180   TM 032 141

Masini, Douglas E.; Edirisooriya, Gunapala
Never a Nation at Risk: Exorcising the Ghost of Education Past.
PUB DATE- 00
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Pefsonal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; *Economic Factors; *Educational Attainment; Elementary Secondary Education; International Studies; *Literacy; *Public Opinion; Standardized Tests; *Test Results
IDENTIFIERS- *Nation at Risk (A)

The 1983 report "A Nation At Risk" catapulted teaching and learning issues to the forefront of public concern. However, In spite of the findings of the National Commission on Excellence in Education, U.S. students and college graduates continue to fare well when their knowledge is tested postgraduation, and various disciplines, enrolled in 6 sections of an introductory level educational research course at a southeastern university. These students were administered the California Critical Thinking Skills Test (CCTST), a multiple-choice test that targets core critical thinking skills regarded to be essential elements in a college education. Conceptual knowledge, which involved students' knowledge of research concepts, methodologies, and applications, was measured via comprehensive written midterm and final examinations. Findings revealed moderate statistically significant relationships between overall critical thinking skills and the midterm ($r=0.34$, p 0.001) and final ($r=0.26$, p 0.01) examination scores. In addition, canonical correlation analyses indicated that both achievement scores were related to analysis, evaluation, and inference CCTST subscales. (Contains 3 tables and 36 references.) (Author/SLD)

ED 448 200   TM 032 230

Onwuegbuzie, Anthony J.
Science Process Skills and Achievement in Research Methodology Courses.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Competence; *Graduate Students; Graduate Study; Higher Education; Knowledge Level; Methods Courses; Performance Factors; *Research Methodology; *Science Process Skills

The purpose of this study was to investigate the relationship between students' competency in science process skills and their conceptual knowledge of research concepts, methodologies, and applications. Participants were 124 graduate students enrolled in several sections of a required introductory-level course in research methodology. Science process skills were measured via the Test of Integrated Process Skills II, and performance in the research methods class was assessed through midterm and final examinations. Findings reveal that students who demonstrated the highest competency in process skills also tended to exhibit the highest levels of performance in the research methods course at both the midterm and final examination stages. These relationships were moderate to large. (Contains 11 references.) (Author/SLD)

ED 448 201   TM 032 231

Onwuegbuzie, Anthony J.
On Becoming a Bi-Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research (Ponte Vedra, FL, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 448 221   UD 033 878

Koppelman, Jane, Ed.
Snapshots of America's Families II: A View of the Nation and 13 States from the National Survey of America's Families, 1997-1999.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Commonwealth Fund, New York, NY.; Robert Wood Johnson Foundation, Princeton, NJ.; Weingart Foundation, Los Angeles, CA.; McKnight Foundation, Minneapolis, MN.; Fund for New Jersey, East Orange.; Rockefeller Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 00
NOTE- 61p.; Additional funding provided by the Bulova Foundation and the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Adults; Child Behavior; Children; *Family Environment; *Family Income; *Family (Sociological Unit); Health Behavior; *Health Insurance; Poverty; Racial Differences; *Well Being
IDENTIFIERS- Access to Health Care; *Health Status

This collection of snapshots examines the well-being of America's children and adults through the lens of the 1999 National Survey of America's Families. Snapshots include: "Foreword: Snapshots of America's Families II: A View of the Nation and 13 States from the National Survey of America's Families" (Alyssa Wigton and Alan Weil); "Family Economic Well-Being: Findings from the National Survey of America's Families" (Sheila Rafferty Zedlewski); "Health Insurance, Access, and Health Status of Children: Findings from the National Survey of America's Families" (Genevieve Kenney, Lisa Dubay, and Jennifer Haley); "Health Insurance, Access, and Health Status of Nonelderly Adults: Findings from the National Survey of America's Families" (Stephen Zuckerman, Jennifer Haley, and John Holahan); "Children's Behavior and Well-Being: Findings from the National Survey of America's Families" (Kristin Anderson Moore, Juliet L. Hatcher, Sharon Vandivere, and Brett V. Brown); "Children's Family Environment: Findings from the National Survey of America's Families" (Sharon Vandivere, Kristin Anderson Moore, and Martha Zaslow); and "Key Findings by Race and Ethnicity: Findings from the National Survey of America's Families" (Sarah Staveteig and Alyssa Wigton). (All papers contain references.) (SM)

ED 448 222   UD 033 879

Hands That Shape the World: Report on the Conditions of Immigrant Women in the U.S. Five Years after the Beijing Conference.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 63p.; The executive summary is also provided in Spanish.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Civil Liberties; Equal Opportunities (Jobs); Family Life; Family Violence; *Females; Health; *Immigrants; Immigration Inspectors; Lesbianism; Poverty; Prisoners; Sexual Abuse

proposals in the Bush education plan are based on approaches he used in Texas. The focus there, as in federal proposals, is on improving basic reading and mathematics literacy at the elementary level and strengthening programs in mathematics and science at the secondary level. Gore's education program will strengthen or expand programs that have been funded under the Clinton administration. Like Bush, Gore embraces school choice, but only within the public school system. The educational programs of both candidates are quite similar, unlike other areas of public policy. This similarity may result from the limits of federal policy in education rather than from the candidates' philosophies of government. The analyses of Social Security, health care, and employment proposals are included. (SLD)

ED 448 241 UD 033 900

King, Elisabeth; Elliott, Mark
Relative Strength: A Report on the Family's Place in Workforce Development Initiatives. Field Report Series.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Programs; Family Characteristics; *Family Programs; *Job Training; *Labor Force; *Poverty; Refugees; Religious Cultural Groups; Youth Programs
IDENTIFIERS- Labor Force Analysis

This report describes family centered employment strategies. It begins with a look at the economics of families in poverty and provides a brief outline of the many ways in which employment and training programs have begun to work with families. The report then examines the work of four employment programs now offering employment services to families: (1) a transitional employment program; (2) a refugee resettlement program; (3) a youth employment program; and (4) a faith-based program. The key elements that have enabled these programs to provide services successfully are discussed. The major federal programs used to meet the employment needs of the poor, however, remain focused principally on serving individuals. Recent Clinton administration proposals indicate that the family is beginning to occupy a more central place in the discussion of federal employment programs. Until public resources are available, it seems unlikely that many organizations will make the extraordinary effort to combine multiple revenue sources needed to serve families' employment needs successfully. An appendix describes the four programs in detail. (SLD)

ED 448 242 UD 033 901

State of the New York City Public Schools, 2000. Civic Report No. 13.
PUB DATE- 00
NOTE- 20p.; Introduction by Joseph P. Viteritti. Data Assembly by Kevin Kosar.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Dropouts; Educational Trends; Elementary Secondary Education; *High School Graduates; *Public

Universities and the International Knowledge Enterprise" (Witchit Srisa-an), with summaries of three workshops; (6) "Theme 3: Academic Freedom and University Autonomy: Prerequisites for the University Meeting Its Responsibilities" (Walter Kamba and Klaus D. Wolff), with summaries of 4 workshops; and (7) "Conclusion: Proposal for an International Declaration on Academic Freedom and University Autonomy" (Justin Thorens). (SLD)

ED 447 743 HE 033 586

Neave, Guy, Ed.
Abiding Issues, Changing Perspectives: Visions of the University across a Half-Century. Issues in Higher Education Series.
PUB DATE- 00
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *College Role; Educational Change; *Educational History; *Higher Education; *Institutional Autonomy; Instructional Leadership

This book examines the challenges posed to the leadership of the world's universities and their vision of the role of higher education in society through speeches delivered by key personalities to major conferences sponsored by the International Association of Universities. Following an introduction, "Voices of Constancy, Voices of Change: Higher Education Discussed across a Turbulent Half Century" by Guy Neave, the papers are: (1) "New Horizons in University Development" (George G. Stoddard); (2) "University Autonomy" (Hector Hetherington); (3) "Autonomy, Its Meaning Today" (V. Merikoski); (4) "The Contribution of the Classical Humanities to a Better Understanding of Modern Thinking, Especially in the Field of Science" (B. Snell); (5) "Economics and Cultural Development" (Jean Capelle); (6) "The University and the Needs of Contemporary Society" (Constantine K. Zurayk); (7) "The Role of Universities in the Education of Leaders for National Life" (A. A. Siassi); (8) "University Education and Public Service" (Htin Aung Seran); (9) "The University and the Needs of Contemporary Society" (Henri Janne); (10) "The Expansion of Higher Education and Its Influence on the Relations between the University and the State" (B. T. Blagojevic); (11) "Access to Higher Education" (Frank Bowles); (12) "The Expansion of Higher Education" (Jean Baugniet); (13) "The Universities and the Contemporary Social Crisis" (Francesco Vito); (14) "Technology, Values and Change" (Pierre Auger); (15) "The Interplay of Scientific and Cultural Values in Higher Education Today" (Marcel Bouchard); (16) "The University at the Approach of the 21st Century" (H. J. Habakkuk); (17) "University and International Responsibilities" (Martin Meyerson); (18) "Global Civilisation, History and Enlightenment: Implications for Education, Culture and Science" (Bipam Chandra); (19) "Universities and the Interplay of Cultural Values" (Tshibangu Tshishiku); (20) "Diversity and Interdependence" (Partap N. Srivastava); (21) "University and Innovation" (Valy C. Diarrassouba); (22) "Research as an Essential University Function" (W. Knopp); (23) "The Aims of Life-Long Education" (Herve Carrier); (24) "Development Policies" (A. Z. Preston); (25) "Towards a Responsible and Civic University" (Pierre Calame); (26) "The Management of Universities: Which Direction?" (Michel Falise); (27) "Planning the Needs for Manpower" (G. Adam); (28) "Challenges for International Co-Operation" (Mu Guo Guang); (29) "MultiSource Funding as Applied

Project goals are for pairs to conduct joint research projects, for mentors to support mentees during their studies, and for mentees to ask questions about the professoriate. This project, initiated at the 2000 AERA conference, began with a formal panel discussion involving faculty from universities nationwide who had experience with mentoring. Mentors and mentees were invited to a subsequent luncheon to meet one another and discuss their interests and backgrounds. A committee was established to further develop the project, creating a Web site and a listserv to solicit mentors and mentees interested in working together. At the 2001 AERA convention, mentors and mentees will be brought together at a formal program. Mentor pairs who have been working together or who have developed relationships via the virtual community will share their experiences. (SM)

ED 447 764   HE 033 608

Miller, Michael T.; McCormack, Thomas F.; Pope, Myron L.
Sharing Authority in Higher Education: Faculty Involvement in Governance.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Governing Councils; *Faculty College Relationship; Higher Education; Participative Decision Making
IDENTIFIERS- *San Jose State University CA

This report presents a study that examined the desired roles and characteristics of faculty co-governance bodies. The study was conducted as part of the creation of the National Data Base on Faculty Involvement in Governance Project at the University of Alabama which was developed as a collaborative project among individual scholars from across the United States in 1993, and currently has involved nearly 30 higher education institutions in data collection. Data for the current study were collected between 1994 and 1996 from eight institutions. A total of 713 faculty participated in the survey where faculty expressed their opinions about the roles of faculty in the governance process, general beliefs of faculty toward shared governance, and the characteristics of an ideal governance process. The results of the study show that faculty supported the concepts of improved communications and trust between faculty and administration. (Contains 14 references.) (SWM)

ED 447 765   HE 033 609

An International Visitor's Guide to Higher Education in the United States.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Affirmative Action; Agencies; *College Admission; Educational Administration; *Educational Finance; Educational Quality; Educational Technology; Federal Government; Foreign Students; *Governance; Government School Relationship; *Higher Education; Minority Groups; State Government; Teacher Evaluation; Teacher Qualifications

This booklet presents information to international visitors on

DESCRIPTORS- Communication (Thought Transfer); *Computer Assisted Instruction; Educational Environment; Educational Theories; *Interaction; Internet; Interpersonal Relationship; *Learning Theories; Social Theories; *World Wide Web
IDENTIFIERS- *Web Based Instruction

The purpose of this paper is to discuss the interactive ability of Web-based instruction. The first part of the paper analyzes interaction and instructional theories. Discussion includes Bruner's three-form theory; Gagne conditions of learning; Merrill instructional transaction theory; and Spiro cognitive flexibility theory. The second part of the paper focuses on interaction in Web-based instruction. Discussion includes content and instruction interaction; social and interpersonal interaction; asynchronous and synchronous communication; and individual and group communication. (Contains 22 references.) (AEF)

ED 447 786   IR 020 407

Careless, Paul
Choosing and Evaluating Effective ESL Integrative Learning Systems.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Educational Practices; *Educational Principles; Educational Technology; English (Second Language); Evaluation Criteria; Information Systems; Instructional Effectiveness
IDENTIFIERS- *Computer Assisted Language Learning; Integrative Processes

This paper reviews pedagogical principles surrounding learning styles that have continued to attract educators, particularly those in English as a Second Language (ESL) to Integrative Learning Systems (ILS) as a learning medium. The paper first examines the rationale for using technology in education. It briefly defines Computer-Assisted Language Learning (CALL), Computer-Enhanced Language Learning (CELL), and integrative Computer-Assisted Language Learning (ICALL), and examines the similarities and differences between them. Five principles (Hoven, 1999) that should be considered when ILS is applied to ESL instruction are outlined. Four questions (Squires and McDougall, 1994) for evaluating an ILS are then outlined. The paper concludes that ILS can be used effectively to supplement traditional classroom instruction. (Contains 19 references.) (AEF)

ED 447 787   IR 020 408

Report of 1998-99 Student Performance North Carolina Tests of Computer Skills. Reporting on the Classes of 2001-2003 for the State and 117 Public School Systems and 61 Charter Schools.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Literacy; Degree Requirements; *Elementary Secondary Education; Grade 10; Grade

NOTE- 487p.; Funded by the National Science Foundation's Advanced Technological Education (ATE) program. For related Building a Foundation for Tomorrow documents, see IR 020 420 and IR 020 438.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)

DESCRIPTORS- Computer Literacy; Computer Science; *Information Technology; *Job Skills; Occupational Clusters; *Occupational Information; Postsecondary Education; Standards

This document presents skill standards for technology occupations. An overview describes national context, changes in the updated "Millennium Edition" of the skill standards, trends in information technology, and curriculum informed by skill standards. Skill standards are presented for eight career clusters in information technology (i.e., groupings of representative job titles related by a close association with a common set of technical skills, knowledge, and abilities). The career clusters include: (1) database development and administration; (2) digital media; (3) enterprise systems analysis and integration; (4) network design and administration; (5) programming/software engineering; (6) technical support; (7) technical writing; and (8) World Wide Web development and administration. The section for each career cluster contains: a brief description of the work and sample job titles; a summary template listing functions and tasks; an overview (called "The Scene") and scenarios describing typical job situations and the challenges faced by entry level, proficient, and expert workers; and a detailed template listing the performance criteria, technical skills, knowledge and abilities, and foundation/employability skills associated with each function and task. Appendices include: a chart of project management, task management, and problem-solving/troubleshooting functions and tasks; print and Internet resources; and a list of participants. (MES)

ED 447 805   IR 020 438

Tech Prep Information Technology Skill Standards-Based Curriculum. Building a Foundation for Tomorrow.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 99

NOTE- 124p.; For related Building Foundation for Tomorrow documents, see IR 020 420 and IR 020 437. Also produced by the Regional Advanced Technology Education Consortium. Funded by the National Science Foundation, Advanced Technological Program. Core Information Technology Learner Program Outcomes poster chart is not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Science Education; *Curriculum Development; Educational Objectives; High Schools; *Information Technology; *Instructional Development; Job Skills; Standards

IDENTIFIERS- Washington

This guidebook provides the elements of curriculum that will help educators prepare students for careers in the field of information technology (IT). The introduction addresses

DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Focus Groups; Foreign Countries; Higher Education; *Library Services; Pilot Projects; Researchers; Student Attitudes; Teacher Attitudes; World Wide Web
IDENTIFIERS- University of Queensland (Australia)

The University of Queensland (Australia) Library (UQL) conducted a pilot study to investigate how the university's leading researchers and postgraduate students gather information and what services and/or collections would create the ideal research environment for them. At focus group sessions, researchers and students were asked about information services the library should offer if money were no object, services seen or heard about at other institutions that they would like provided at UQL, services they might be willing to pay for, and services they would keep, improve, or extend. There was also a demonstration of "my Cybrary," a customizable World Wide Web-based portal currently under development at the library. Findings in the following areas are discussed: customization; electronic information; discipline-based differences; physical facilities; liaison librarians to help relieve overload; service improvement; and postgraduate/advanced researcher differences. (MES)

ED 447 823   IR 057 945

Breivik, Patricia S.
Information Literacy for the Skeptical Library Director.
PUB DATE- 00
NOTE- 10p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Educational Change; Elementary Secondary Education; Higher Education; *Information Literacy; *Information Skills; *Information Technology; Library Administration; Library Directors; *Library Role; Library Services; *Lifelong Learning
IDENTIFIERS- National Forum on Information Literacy

This paper begins by providing background on the information literacy movement, including the educational reform efforts of the 1980s, a higher education summit conference, and the 1989 American Library Association (ALA) Presidential Committee on Information Literacy Final Report. Other highlights include: the information literacy triangle; providing universal access by getting the Internet into all schools and public libraries; the need for funding to educate people to take advantage of technological advancements; definitions of information literacy; a UNESCO report addressing the importance of lifelong learning; the Global Knowledge Partnership; and the efforts of the National Forum on Information Literacy. The following practical steps for academic library directors are suggested: (1) take time to think through the concept of information literacy; (2) ask questions about information literacy on campus; (3) find out what the barriers to information literacy are; and (4) celebrate successes. (MES)

ED 447 824   IR 057 946

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Environment; *Community Colleges; *Environmental Scanning; Institutional Mission; *Long Range Planning; *Strategic Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest compares long range planning with strategic planning in the community college, focusing on examples of colleges' strategic planning processes and on the future of strategic planning. Long range planning tends to be static, focusing on developing a plan based on what has already happened, while strategic planning emphasizes process over product, focusing on long-range thinking rather than a long-range plan, exploiting new and different opportunities as they emerge. Strategic planning starts with environmental scanning, a process of studying the external environment via newspapers, literature and periodicals for emerging issues that pose threats or opportunities to an institution. Evaluation of these issues is followed by trend forecasting, goal setting, and implementation and monitoring of results. The strategic planning process of the future will require a new organizational culture--one with decentralized decision making, collaborative governance, structure and systems aligned with institutional values and goals, and the ability to thrive on chaos. Contains 13 references. (PGS)

ED 447 843 JC 010 005

Milliron, Mark David, Ed.; Miles, Cindy L., Ed.
Taking a Big Picture Look Technology, Learning and the Community College.
PUB DATE- 00
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; *Computer Uses in Education; Educational Innovation; *Educational Technology; Instructional Innovation; Performance Technology; Two Year Colleges
IDENTIFIERS- Maricopa County Community College District AZ

This book describes trends in technology and learning that are influencing community colleges. Chapter 1, presenting results from a 3-year, 700 college study, concludes that colleges will become more learning-centered, find it difficult to maintain services and open access as student demands increase and resources shrink, form more partnerships, offer more remedial education, and be subject to more accountability mandates. In chapter 2, lessons from Maricopa County Community College (Arizona) indicate that educators must "critique, envision and create" rather than just buy technology to meet the needs of the learner. Chapters 3, 4, and 5 examine administrative, faculty and student services strategies that make use of emerging technologies. Chapters 6 describes user support models based on survey responses from 114 colleges. Chapter 7 details attributes of successful computer-based instructional programs that serve basic skills students. Chapter 8 traces the development of distance learning and its emerging role in instructional programs. Chapter 9 explores changes in culture, policies, practices and other essential college characteristics that accompany changes in technology. Chapter 10 describes skills, community service, and JTPA, among others. The second table uses the same categories, but summarizes the annualized full-time equivalent (FTE) enrollment in each program in each college. An annualized FTE is representative of the amount of time a "typical" full-time student attends class during a given report year. Several part-time students would only constitute one FTE. The full-time equivalent was developed to standardize reporting and is used as the basis for the allocation of State funds to the colleges. FTE for each semester is calculated by dividing the number of student hours in membership for that 16-week semester by 512. A curriculum annualized FTE is defined as student enrollment in 16 hours of class, shop, or laboratory instruction per week for 16-weeks for two semesters. The extension annualized FTE for each term is calculated by dividing the number of student hours in membership for that term by 688. (PGS)

ED 447 864 JC 010 031

North Carolina Community College System Summer Statistical Report, 1999-00.
PUB DATE- 00
NOTE- 13p.; This report is Volume 35, Number 2. Report prepared by North Carolina Community College System, Information Services Section.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Associate Degrees; College Programs; *Community Colleges; *Enrollment; Full Time Students; *Institutional Characteristics; Part Time Students; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document contains two tables of information compiled from summer 1999-00 registration records submitted by each North Carolina community college. The first table summarizes the number of persons enrolled in each program in each college. Curriculum programs are categorized as Associate, Diploma, Certificate, or Transition. Extension programs include basic skills, community service, and JTPA, among others. The second table uses the same categories, but summarizes the annualized full-time equivalent (FTE) enrollment in each program in each college. An annualized FTE is representative of the amount of time a "typical" full-time student attends class during a given report year. Several part-time students would only constitute one FTE. The full-time equivalent was developed to standardize reporting and is used as the basis for the allocation of state funds to the colleges. FTE for each semester is calculated by dividing the number of student hours in membership for that 16-week semester by 512. A curriculum annualized FTE is defined as student enrollment in 16 hours of class, shop, or laboratory instruction per week for 16-weeks for two semesters. The extension annualized FTE for each term is calculated by dividing the number of student hours in membership for that term by 688. (PGS)

ED 447 865 JC 010 032

North Carolina Community College System Spring Statistical Report, 1999-00.
PUB DATE- 00
NOTE- 13p.; This report is Volume 35, Number 1. Prepared by North Carolina Community College System, Information Services Section.

Universities

The Tennessee Board of Regents (TBR) report is a compilation of accountability indicators, including student learning, academic programs, faculty productivity, and financial accountability. According to the December 1997 data, 91% of students enrolled in TBR universities or two-year institutions said they were "very satisfied" or "Satisfied" with the education they were receiving. Forty-two percent of TBR university students graduate within six years of enrolling. Private Gifts to TBR universities and two-year institutions have increased steadily over the past five years. Over 50% of TBR students receive financial aid. Financial aid awards to TBR students amounted to $314,975,105 in 1996-97, adding over one quarter of a billion dollars to Tennessee's economy. Ninety-two percent of career program graduates of two-year institutions were employed within 3 months of graduation in jobs related to their degree. Ninety-one percent of Tennessee Technology Center graduates were placed in related employment. On standardized tests of core knowledge and skills, TBR students perform as well as students nationally. Over 22,400 students earned a degree, certificate, or diploma in the 1996-97 school year. Ninety-eight percent of the TBR programs eligible for national accreditation have received accreditation. TBR institutions are serving 40,000 more students in 1997 than in 1987 with a staff increase of 2,300. (JA)

ED 447 886 JC 010 053

Dale, Paul; Lara, Ernie; Murchland, Donna
Student Services & Learning Model: Delivery, Guiding Principles, Components & Linkages.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Learning Paradigm Conference (March 15-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Community Colleges; *Educational Practices; *Institutional Role; Learning Strategies; Student Development; *Student Needs; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This report sets forth the rationale and guiding principles for a Student Success Model developed for the Maricopa Community Colleges. It incorporates the following stages: Outreach and Intake; Entry; Experience; and Completion/Assessment. It is recognized that students can and will enter at any stage. Each stage of the model also incorporates process and learning outcomes. The Outreach and Intake stage involves those activities where students have their first contact with the college. During this time a student first previews what the learning experience will be like. This is also the first opportunity for the college to learn about the initial needs of students. The Entry stage assumes a knowledge of entry-level student goals and needs. Components of this stage include assessment, advising, orientation, and registration. This stage prepares the student's formalized education. Learning outcomes in this stage range from decision-making to study skills. The Experience stage creates conditions where students engage in the learning process. A critical intervention in this stage is the identification by instructors and student affairs professionals of students failing to adequately engage in the

PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Development; *Case Studies; Child Behavior; Childhood Needs; Children; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Gender Issues; *Individual Development; Interpersonal Competence; *Learning Strategies; *Males; Maturity (Individuals); Self Control; Self Esteem; Sex Role; Social Responsibility; *Teaching Methods; Workshops
IDENTIFIERS- Australia

This report contains the proceedings of a conference convened to build on the work of those pioneering better teaching and learning techniques for boys. Teachers at the conference were asked to present their schools' experiences in a case study format to maximize the learning and discussion among participants. The report begins with a schedule of the conference, floor plans, and a subject listing of the workshop papers. The workshop papers are organized into four main subject areas. Section one, "Building Self Confidence in Boys," contains the following keynote and workshop papers: (1) "Self Control and Self Confidence for Boys: The Development of the Rock and Water Course"; (2) "Physical-Social Work with Boys"; (3) "Recognising and Dealing with Depression"; (4) "Case Studies: Indigenous Boys Programs"; and (5) "Managing Boys' Disruptive Behaviour in the Classroom." Section two, "Making It Safe To Be Different," contains the following keynote and workshop papers: (1) "The Missing Link? New Ideas about Homophobia and the Health and Welfare of All Men and Boys"; (2) "Addressing Homophobia"; (3) "Teaching Boys Introspection"; (4) "Case Studies: Bullying, Welfare and Mentoring"; and (5) "Using Games To Teach Social Skills." Section three, "Reading, Writing and Counting," contains the following keynote and workshop papers: (1) "Useful Finding from Research in Literacy/Numberacy Teaching and Learning for Boys and Girls"; (2) "Learning Styles"; (3) "Engaging Reluctant Learners"; (4) "Case Studies: Raising Boys Achievement"; and (5) "Single Sex Classes--Do They Work for Boys and Girls?" Section four, "Building Support for Boys," contains the following workshop papers: (1) "Building Capacity for Working with Boys at Risk"; (2) "Utilising Difference: Clarifying Roles for Men and Women Teachers"; (3) "Case Studies: Giving Boys Options"; and (4) "Building Empathy in Boys through Restorative Justice." The report concludes with a delegate list, a description of the Men and Boys Program, sponsor list, and contact details. (SD)

ED 447 906   PS 028 985

Bredikyte, Milda
Dialogical Drama with Puppets and Children's Creation of Sense.
PUB DATE- 00
NOTE- 26p.; Paper presented at the European Conference on Quality in Early Childhood Education (EECERA) (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acting; Class Activities; Classroom Research; Comparative Analysis; *Creative Development; Creative Expression; Creative Thinking; Dramatic Play; Preschool Education; *Puppetry; Scripts; *Story Telling; *Thinking Skills; *Young Children

Dialogical drama with puppets is a specific method of revealing basic cultural values for preschool children. For this study, IDENTIFIERS- New Zealand; School Influence

A longitudinal study described variations and changes in New Zealand children's cognitive, social, communicative, and problem-solving competencies from school entry at age 5 years and examined the impact of early childhood education experiences, family resources, home activities, and school resources on those competencies. This report, the third from the project, describes 8-year-olds' competencies, and compares the data with those gathered when children were 5 and 6. Data were gathered for 523 eight-year-olds, most from the Wellington region of New Zealand. One of the major findings of the study was that family resources were identified as the main factor associated with differences in children's competency levels, including family income, maternal education, and parental occupations. A considerable number of home experiences showed different patterns related to family income or maternal education. Early childhood education had enduring and concurrent effects on children's competency levels, with the age at program entry, family income, and program quality having an influence. Regular school attendance was particularly beneficial for children whose mothers had little formal education, and parental homework supervision was especially beneficial for children from low income homes. The report concludes that change to the socioeconomic differences inherited by the children would have the greatest impact on their competencies, and that the findings point to the importance of children using their knowledge and skills at home and in school and to the role of policies that support parental involvement in their children's education. Two appendices include further information on the principal component and factor analyses. (Contains 31 references.) (KB)

ED 447 926 PS 029 024

Mara, Diane
Implementation of Te Whariki in Pacific Islands Early Childhood Centres. Final Report to the Ministry of Education.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Culturally Relevant Education; *Early Childhood Education; Educational Attitudes; *Educational Quality; Focus Groups; Foreign Countries; *Pacific Islanders; *Preschool Teachers; *Professional Development; Program Evaluation; Program Implementation; *Staff Development
IDENTIFIERS- New Zealand; Pacific Islands; *Te Whariki (New Zealand)

Placed within the context of current policy, research, and implementation provisions in early childhood education in New Zealand, this study examined the current professional development provisions for the implementation of Te Whariki in Pacific Islands early childhood centers (PIECCs) and the current approaches used by PIECCs to assess children's learning and to evaluate Te Whariki implementation. The study further identified important criteria for selecting centers, elements, and processes for inclusion in an action research project to evaluate the implementation of Te Whariki. Data were collected through focus group interviews. Participants included representatives from a range of PIECCs (staff and management) and those involved in professional development in implementing Te Whariki in PIECCs. The findings indicated that staff and management of most centers felt confident in planning and playmate during each 20-second interval were recorded. Findings indicated that compared to typically developing peers, special needs children engaged in higher levels of solitary and parallel play and lower levels of parallel aware, simple social, and complementary and reciprocal play. Play interactions of typically developing children involved a special needs child 46 percent of the time. Play interactions of special needs children involved another child with a disability 26 percent of the time. The relatively high percentage of typically developing children's interactions with children with special needs may be a result of teachers' efforts to promote social play. (KB)

ED 447 944   PS 029 048

Comer, James; Wood, Chip
The Importance of Child Development in Education: A Conservation with James Comer and Chip Wood. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Attachment Behavior; Child Development; Childhood Needs; *Educational Environment; *Elementary Secondary Education; Grade Repetition; Inclusive Schools; *School Responsibility; *Teacher Responsibility; *Teacher Role; *Teacher Student Relationship; Videotape Recordings
IDENTIFIERS- Character Education; Professionalism

Taped before an audience of teachers from around the country, this 65-minute videotape presents a discussion between James Comer and Chip Wood, noted experts in child development and education, in which they converse and respond to questions about critical issues confronting educators today. During the first part of the video, Comer and Wood discuss why it is important to incorporate child development information into classroom and educational policy, the role of the attachment between student and teacher in learning, the importance of a school climate to nurture a supportive teacher-student relationship, and how the overemphasis on standards and accountability can ignore children's needs. In addition, barriers to integrating child development into education are discussed, including societal barriers, lack of professional training on applying developmental principles, and the pressures to increase test scores. The second part of the video presents Comer and Wood responding to questions from the audience regarding inclusion, voucher programs, attention deficit disorder, teachers' emotions, common misconceptions about child development, and the responsibility of the schools to address moral issues. (KB)

ED 447 945   PS 029 049

I Am Your Child: Ready To Learn. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Caregiver Child Relationship; *Emergent Literacy; *Infants; *Language Acquisition; Parent Child Relationship;

"Government Regulations and Parental Control of Children's Television Use in the Home" (Jordan); (37) "Parents and Other Adults: Models and Monitors of Healthy Media Habits" (Hogan); (38) "Media Literacy and Critical Television Viewing in Education" (Brown); and (39) "Children's Advocacy Groups" (Trotta). Each chapter contains references. (KB)

ED 447 963   PS 029 075

Bowman, Barbara T., Ed.; Donovan, M. Suzanne, Ed.; Burns, M. Susan, Ed.
Eager To Learn: Educating Our Preschoolers. Full Report and Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, IL.; Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 463p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Caregivers; Child Development; Cognitive Development; *Day Care; *Educational Quality; Emotional Development; Individual Differences; Infants; Personality; *Preschool Children; Preschool Curriculum; *Preschool Education; *Preschool Teachers; Professional Development; Racial Differences; Research Needs; Sex Differences; Social Development; Social Differences; Standards; Student Evaluation; Student Motivation; Teacher Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Adult Child Relationship; Day Care Quality; Ethnic Differences; Professionalization; Project Head Start

To enable educators, parents, and policymakers to make sound decisions about programs for young children, the Committee on Early Childhood Pedagogy was established in 1997 by the National Research Council to study a broad range of research on early learning and development and to explore the implications for the education and care of children ages 2 to 5, focusing on programs provided outside the home. This book examines the accumulated theory, research, and evaluation literature relevant to early care and education, and presents the Committee's recommendations. Following an executive summary and an introductory chapter, Chapter 2 presents research and theory on early development; examines research on the interdependence of cognitive, emotional, and social development; and explores literature on the importance of infants' and children's early relationships with adults. Chapter 3 examines functional and status characteristics that express themselves as variations in development. Chapter 4 addresses the issue of quality in out-of-home early childhood education, while chapter 5 explores curriculum and pedagogy, integrating research on early learning capabilities with research on general principles and approaches to early care and education. Chapter 6 deals with assessment, focusing on assessment to support learning. Chapter 7 looks at the preparation of early childhood teachers and caregivers, emphasizing the need for professionalization. Chapter 8 analyzes the need for program and practice standards to promote quality in early childhood education. Chapter 9 presents conclusions and recommendations related to professional development, educational materials, public policy, and research needs. Contains references for each chapter. Standards for scientific methods are appended. (KB) outside arctic communities. Chapters 4-8 contain 71 references; NSF grant awards in arctic social sciences, 1991-1999; the principles for conduct of research in the Arctic; current arctic research program opportunities and information on submission of proposals; and reviewers, contributors, and workshop participants. (TD)

ED 447 981 RC 022 596

The State of the South, 2000.
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Employment and Training Administration (DOL), Atlanta, GA. Region 4.; Z. Smith Reynolds Foundation, Inc., Winston-Salem, NC.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 121p.; Also supported by BellSouth Corporation and GlaxoWellcome. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; Economic Climate; *Economic Development; *Education Work Relationship; Educational Attainment; Educational Needs; *Employment Patterns; Futures (of Society); Information Technology; Lifelong Learning; Migration; *Population Trends; Quality of Life; *Rural Urban Differences; Statistical Data; Trend Analysis
IDENTIFIERS- *Globalization; *United States (South)

This report charts the economic changes occurring in the South during the past two decades, presents a status report on where the South is today, and offers an agenda for future development. The South has made great strides, diversifying its economy and improving racial inequities. Several of its cities have successfully engaged the new economy, but the disparity between these cities and areas that still depend on the old economic strategies of the South, especially rural areas, is increasing. Many in the rural South, and many Latinos and Asians migrating into the South, do not have the education for more than low-paying service jobs, so even though job growth is ahead of the rest of the nation, per capita income is less. The introductory chapter describes the impacts of globalization. The second chapter discusses job growth, business mix changes, foreign investment, exports, occupational mix changes, and information technology. Chapter 3 looks at the impacts of global forces on the region, including new-economy cities, rural stress, digital literacy, migration, immigration, aging, and education. Chapter 4 presents an agenda for the future, noting that the South must create more and better jobs, educate all its people for the modern economy, foster the discovery and application of new ideas, and foster a strong civic culture. The final chapter presents a 2-page demographic portrait of each Southern state. (Contains 22 references.) (TD)

ED 447 982 RC 022 607

Erni, Christian, Comp.; Parellada, Alejandro, Comp.
The Indigenous World, 1999-2000 = El Mundo Indigena, 1999-2000.
PUB DATE- 00
NOTE- 862p.; Photographs and maps may not reproduce adequately. For 1998-99 edition, see ED 432 434.
LANGUAGE- English; Spanish
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.

December 1997 examined influences and unique circumstances that sustained the school in the face of possible closure and enabled it to "flourish." The study included structured interviews with over 70 individuals in the school and community, focus groups, and informal conversations with local citizens. Oneida is a relatively poor community located in rural Scott County in north central Tennessee; the high school enrolls about 340 students. Oneida Special School District (OSSD) was established in 1915 and functions as a "choice" for families in the surrounding county district. Sections of this report cover the threat to the survival of OSSD, response by grassroots organizers and local elites, and restructuring of local leadership; what the community expects from the school; life in the school from the students' viewpoint; and the work lives of teachers. Findings suggest that the school has survived and flourished because of community commitment based on values of family, hard work, and caring for others; community expectations are that students may leave to discover a "vocation" elsewhere, but will return with new skills to benefit the community; and there is willingness among wealthy residents and businesses to provide supplemental funding. In sustaining the high school, the community articulates a view of the outside world that reflects respect for local perspectives and puts local purposes before global ones. (Contains 34 notes.) (SV)

ED 447 999 RC 022 710

Dorfman, Diane
We Built It and They Came: A Case Study of Wahluke High School, Mattawa, Washington.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; In: "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Community Change; *Community Schools; Diversity (Student); *Educational Strategies; High Schools; Hispanic American Students; Mexican American Education; Rural Schools; School Community Relationship; School Districts; *Small Schools
IDENTIFIERS- Washington

This case study examines the founding of a high school in a developing rural area in Washington and the school's efforts to serve a changing and diversifying population. Having been expropriated for the war effort in the 1940s, the town of Mattawa (Washington) was rebuilt after the war, but high school students were bused to other school districts until the 1980s. An intensive effort by residents led to the opening of Wahluke High School in 1987. In the 10 years that followed, the development of area orchards and vineyards sparked population growth and the influx of primarily Mexican American farmworkers. The school district's enrollment rose from 374 to 1,287 students in all grades, and the composition of the high school shifted from 67 percent Anglo to 71 percent Hispanic. From its beginning, the high school has been a community school, providing instruction to local residents of all ages, pursuing entrepreneurial strategies in student projects, and using oral history assignments to help students learn about the community. As the Spanish-speaking population has grown, the school has added bilingual education, recognized Hispanic

ED 448 018 SE 063 970

Liebars, Cathy
How and Why Do We Use Alternative Assessment?
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Assessment; Elementary Secondary Education; Mathematics Education; Portfolio Assessment; Preservice Teachers; Standards; *Student Teachers
IDENTIFIERS- *NCTM Assessment Standards

Alternative assessment ideas are presented in an effort to help teachers understand how and why alternative assessment is necessary. Suggestions for preservice teachers in mathematics that meet the National Council of Teachers of Mathematics (NCTM) Assessment Standards are included. Portfolios and reflection rubrics are presented as possible examples of alternative assessments. (SAH)

ED 448 019 SE 063 971

Frykholm, Jeffrey
Elementary Mathematics: A Missing Piece in Secondary Mathematics Teacher Education?
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Concept Formation; Elementary Education; *Elementary School Mathematics; Higher Education; Mathematics Instruction; *Preservice Teachers; Standards; *Teacher Education
IDENTIFIERS- *NCTM Assessment Standards

For learners to develop powerful conceptions of mathematics, they must have opportunities to experience mathematics--to make conjectures, explore mathematical relationships, justify claims, engage in mathematical communication, and connect concepts within and outside of mathematics. If learners are to experience mathematics in this way, significant implications for teachers, the preparation of beginning teachers in particular, will follow. This paper explores several of these implications as they relate specifically to the content knowledge that prospective mathematics teachers bring to the preparation process. Moreover, it examines a model for mathematics teacher education that provides beginning teachers an opportunity to grapple with the relationships between their own mathematical knowledge and conceptually-based teaching. Following a review of the literature, the paper presents a case study of a mathematics major who had returned to graduate school for secondary teaching licensure. The intent is to use the student's experiences as a springboard for discussions about the potential impact that elementary mathematics content and pedagogy might have on beginning secondary teachers. Contains 21 references. (SAH) understanding of how the nervous system works and why the brain makes each individual special while conveying the excitement of "doing science" among upper elementary and middle school students. Project materials engage students and their families in neuroscience issues as they learn fundamental physical and neuroscience concepts and acquire problem-solving and decision making skills. Each BrainLink unit targets a major neuroscience topic and consists of a colorful science Adventures storybook, a comprehensive Teacher's Guide to hands-on activities in science and mathematics, a Reading Link language arts supplement, and a fun and informative Explorations mini-magazine for students to use with their families at home or in the classroom. This issue offers a unique approach to learning how the senses work, including visual illusions and how the brain processes sensory information. (ASK)

ED 448 045 SE 064 338

Chetkovich, Dane
Danger at Rocky River: A Memorable Misadventure. BrainLink: Memory & Learning.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 168p.; Illustrated by T. Lewis. Revised by Barbara Tharp and Judith Dresden. Science notations by Nancy Moreno. For other books in the BrainLink series, see SE 064 335-337.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Brain; Content Area Reading; Elementary Education; Human Body; Mathematics Education; *Memory; *Neurology; Problem Solving; Science Activities; *Science Instruction

The BrainLink project offers educational materials focusing on current neuroscience issues with the goal of promoting a deeper understanding of how the nervous system works and why the brain makes each individual special while conveying the excitement of "doing science" among upper elementary and middle school students. Project materials engage students and their families in neuroscience issues as they learn fundamental physical and neuroscience concepts and acquire problem-solving and decision making skills. Each BrainLink unit targets a major neuroscience topic and consists of a colorful science Adventures storybook, a comprehensive Teacher's Guide to hands-on activities in science and mathematics, a Reading Link language arts supplement, and a fun and informative Explorations mini-magazine for students to use with their families at home or in the classroom. This issue shows students how their brains store and retrieve information. (ASK)

ED 448 046 SE 064 342

Turning the Tide: America's Coasts at a Crossroads. Enhanced Version, Special Edition. CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- section listing suggested interdisciplinary activities. (ASK)
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Marine Education; *Oceanography; Science Activities; Science Curriculum; Science

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Art Expression; *Artists; *Black Culture; Blacks; *Cultural Context; Heritage Education; Secondary Education; Student Participation
IDENTIFIERS- *African Americans; Artistic Style; *California (Los Angeles)

This curriculum unit focuses on the importance of Los Angeles (California) as a center for African American art and shows how African American artists have developed their own styles and how critics and collectors have encouraged them. The unit consists of four lessons, each of which can stand alone or be used in conjunction with the others. It opens with the reading "About African American Art." Four key artworks provide the curriculum unit's foundation. Extensive questions and answers given for each of the key artworks allow teachers and students to explore the pieces in depth. The first unit, "My Cultural Heritage and History," introduces students to the theme of cultural heritage and to artists' selection of subject matter; students collaborate to create a bulletin board that celebrates the class's cultural diversity and an assemblage that explores their own heritage. The second unit, "Styles of Cultural Expression," introduces students to the concept of style; they will explore stylistic influences through discussion and their own surrealist paintings. The third unit, "Interpreting Images," helps students evaluate images that stereotype people; students create a poster that contrasts commercial images with realistic ones and make a photographic essay of what it means for them to be a part of a family and community. The fourth unit, "Critics and Collectors," helps students analyze how artists, art critics, and art historians influence one another; students learn to write their own art criticism and organize a display that showcases the artistic heritage of their community. Contains extensive resources. (BT)

ED 448 071   SO 031 916

Erickson, Mary
Mexican American Murals: Making a Place in the World.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Art Expression; Artists; Cultural Context; *Hispanic American Culture; *Mexican Americans; Student Participation; Thematic Approach
IDENTIFIERS- California (Los Angeles); *Chicano Arts; *Murals

This curriculum unit helps teachers and students explore important murals by Mexican American artists in Los Angeles (California), examine murals from the past, and work together to make their own murals. The unit suggests questions to be considered in the classroom: Why do people make murals? Why does Los Angeles have more murals than any other U.S. city? How can artworks express a sense of belonging? and How do contemporary artists build on the work of earlier artists? The unit consists of four lessons, each of which can stand alone or be used in conjunction with the others. The unit opens with a reading, "About Mexican American Murals," that defines the conceptual framework. Seven key artworks provide the curriculum unit's foundation. Extensive questions and answers given for each of the seven murals allow teachers and students to explore

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; *Social Studies; Yearbooks
IDENTIFIERS- *Educational Issues; *Priorities

The author discusses his 1981 critique of social studies education, "Social Studies: Some Gulfs and Priorities," written for "The Social Studies," the Eightieth Yearbook of the National Society for the Study of Education. This paper recounts the main points of that critique and theorizes about the criticism it received. (BT)

ED 448 095   SO 032 340

Graseck, Susan
Youth, Civic Engagement, and International Education.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Foreign Policy; Global Approach; High Schools; International Communication; International Cooperation; *International Education; *International Relations; International Studies; Public Policy; Social Studies; World Affairs
IDENTIFIERS- Choices for the 21st Century Education Project; Development Education

This paper notes the decline of civic participation in the United States, focusing on youth disengagement. It discusses the role of schools in promoting civic education and awareness of international policy. The paper discusses three examples of civic education programs now being offered at the secondary school level: (1) Choices in Education Project; (2) The Capitol Forum; and (3) Operation Day's Work. (BT)

ED 448 096   SO 032 342

Fertig, Gary
Achieving Equity on the Great Plains: Women's Rights and the Homestead Act of 1862.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Females; *Feminism; Grade 5; Intermediate Grades; Small Group Instruction; *Social Studies; *United States History
IDENTIFIERS- Dioramas; *Homestead Act 1862; *Homesteading

Developed for fifth graders studying United States history, this lesson addresses the following National Council for the Social Studies thematic strands: Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; and Civic Ideals and Practices. The lesson is divided into three sections: engagement, investigation, and explain and clarify.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Comparative Education; Developing Nations; Educational Policy; Equal Education; Foreign Countries; Gender Issues; Higher Education
IDENTIFIERS- *Asia; Basic Education; Bloom (Benjamin S); *Educational Issues; Globalization; Nigeria; UNESCO

This collection of scholarly essays on comparative education is divided into four sections. The first section, Viewpoints/Controversies, contains the essay "Educational Policies and Contents in Developing Countries" (Jacques Hallak). The second section, Open File: Education in Asia, contains the following essays: "Some Current Issues, Concerns and Prospects" (Victor Ordonez; Rupert Maclean); "South Asia and Basic Education: Changing UNICEF's Strategic Perspectives on Educational Development and Partnerships" (Jim Irvine); "Education for Gender Equity: The Lok Jumbish Experience" (Anil Bordia); "Financing Higher Education: Patterns, Trends and Options" (Mark Bray); "Schools That Create Real Roles of Value for Young People" (Roger Holdsworth); and "Educational Priorities and Challenges in the Context of Globalization" (Kamal Malhotra). The third section, Trends/Cases, contains the essay "Higher Education, the Social Sciences and National Development in Nigeria" (Geoffrey I. Nwaka). The last section, Profiles of Famous Educators, contains the profile "Benjamin Bloom, 1913-99" (Elliot W. Eisner). (BT)

ED 446 118 SP 039 336

Schoeberlein, Deborah
EveryBody TM : Preventing HIV and Other Sexually Transmitted Diseases among Young Teens.
PUB DATE- 00
NOTE- 139p.; Funding provided by the Elizabeth Glaser Pediatric Aids Foundation, John M. Lloyd Foundation, the Harris Foundation, and the Danny Kaye and Sylvia Fine Kaye Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; *Early Adolescents; *Health Promotion; Secondary Education; Secondary School Students; *Sexuality
IDENTIFIERS- Abstinence; *Risk Reduction; Risk Taking Behavior; *Sexually Transmitted Diseases

EveryBody is a curriculum that emphasizes prevention of human immunodeficiency virus (HIV) and other sexually transmitted diseases (STDs) among early adolescents. It fosters active learning and facilitates communication about HIV/STD prevention and promotes safer behaviors. EveryBody incorporates current research on adolescent development so it can meet students where they are. Its abstinence-based approach promotes risk elimination as the safest way to prevent HIV/STD infections, endorsing risk reduction as an important component of HIV/STD prevention strategies. Lessons and activities promote development, internalization, and use of prevention-related skills and knowledge, commitment to lifelong health, self-efficacy, hope for the future, and courage. EveryBody aims to prevent interconnected high-risk behaviors and encourage interconnected protective behaviors. The curriculum addresses relevant psychosocial issues such as the experience of fear and anger in the context of HIV/STD prevention. It examines anger as an uncomfortable emotion and guides students to see that such emotions do not necessitate self-destructive risk taking. Six chapters include: (1) "Developmental Issues"; (2) "Teaching

DESCRIPTORS- Aggression; Attendance; Classroom Techniques; *Consciousness Raising; *Cultural Awareness; Cultural Differences; *Disadvantaged Youth; Discipline; *Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; Immigrants; Minority Groups; Partnerships in Education; Power Structure; Preservice Teacher Education; Student Behavior; Student Teacher Attitudes; Teacher Collaboration; Teamwork; Urban Schools; Violence

This book outlines challenges involved in ensuring that teacher training becomes the gateway to implementation of appropriate strategies for students to achieve and for managing the problems of authority, discipline, and aggressive behavior. The six chapters examine: (1) "Teaching in Schools or Classes Considered Difficult: A Contemporary Challenge" (e.g., changes in school populations, preparing teachers for classroom reality, and developing compensatory education policies); (2) "Making Teachers Aware of the Characteristics of Schools Regarded as Difficult" (e.g., educating immigrants and ethnic minorities and recognizing diversity by integrating it in a shared educational environment); (3) "Preparing Teachers To Adapt Content and Methods to Classroom Diversity" (e.g., ensuring equal opportunities and constructing appropriate realities); (4) "Managing Problems of Authority, Discipline, Absenteeism, and Aggressive Behavior" (e.g., addressing violence at school, relationships with families, and school absenteeism); (5) "Preparing for Teamwork and Internal and External Partnership for Teaching in 'Difficult Urban Areas'" (e.g., teacher cooperation, developing multiple teaching skills and methods, and adapting curricula to school realities); and (6) "Responding to the Challenges: Enabling Teachers To Succeed; Restoring Meaning to School" (e.g., considering the content of training and encouraging staff to teach in urban schools). (Contains 70 bibliographic references.) (SM)

ED 448 139   SP 039 657

French, Karen Lea
Millennium Mentoring: 1st Year Teacher Statewide Mentoring Programs in the United States, 1993-1994 & 1999-2000.
PUB DATE- 00
NOTE- 204p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Mentors; Teacher Collaboration

This book examines research on what is occurring in the United States with mentoring for first-year teachers, focusing on statewide mentoring programs. After an introduction, "Why Mentoring?", the four chapters look at: (1) "Mentoring Definitions" and "First-Year Teachers"; (2) "Procedure for This Mentoring Research"; (3) "State Department of Education Addresses," "Status of Statewide Mentoring Programs," "Specifics of State Charts," and "Mentoring in the United States (1993-1994 state-by-state and 1999-2000 state-by-state); and (4) "Conclusion." (Includes references.) (SM)

ED 448 140   SP 039 658

Doyle, Maureen
Making Meaning of Teacher Leadership in the Implementation of a Standards-Based Mathematics Curriculum.
PUB DATE- 00

greatly. Nearly 88 percent had some form of articulation agreement with a four-year institution. The transfer rate of students from responding community college teacher preparation programs to a four-year institution was more than double the national average of students who transferred from community colleges to four-year institutions. Programs served a notable range of student diversity. Most programs included some form of field experience. The two top ranked choices for program goals related to transfer of students. One of the highest ranked institutional barriers was tuition. Barriers to success included work and family obligations. Better qualified staff was the highest ranked program need. (SM)

ED 448 159 SP 039 689

Hasselbring, Ted S.; Smith, Laurie; Glaser, Candyce Williams; Barron, Linda; Risko, Victoria J.; Snyder, Chris; Rakestraw, John; Campbell, Marilyn
Literature Review: Technology To Support Teacher Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; Educational Policy; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Policy Formation; Preservice Teacher Education; Teacher Certification; Teacher Competencies; *Teacher Improvement
IDENTIFIERS- Barriers to Implementation

This literature review discusses the importance of technology to support teachers' professional development. Section 1, "Technology and Professional Development," highlights technology capacity of America's schools; barriers to effective technology use and professional development (e.g., lack of teacher training and lack of hardware and software); professional development in exemplary schools and districts; and improving professional development in technology. Section 2, "Preparing Preservice Teachers to Use Technology," notes that there are very few studies on the use of technological applications in schools of education, though those that exist indicate that technology can be a powerful tool in helping preservice teachers understand and grasp educational concepts that may be difficult to explain in traditional formats. Section 3, "Technology in Support of the Teacher Development Cycle," highlights teacher competency and school improvement, new competencies for the digital age, and a new type of ongoing staff development. Section 4, "Concluding Remarks: The Teacher of Tomorrow," presents examples of actions that state policymakers can take related to preservice education, teacher licensure, staff development, and technology infrastructure. (Contains 30 references.) (SM)

ED 448 160 SP 039 695

Stoeckel, Bryan D.
The Effects of Music on Age Group Swimmers' Motivation and Practice Behavior.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English

there is no evidence of a direct economic impact of the purportedly declining standardized test scores for U.S. students and adults. Adult Americans continue to fare well when their scores on tests of literacy are matched against those of other industrialized countries. Minority populations continue to gain strength in standardized test scores on reading and mathematics. The paper reviews the research on education and the relationship between economics and education, and looks at several studies, including the International Adult Literacy Survey and a report by the Council of Economic Advisors (1998). The evidence shows that in regard to education, literacy, and economics, the United States never was a nation at risk. (Contains 6 tables and 49 references.) (SLD)

ED 448 181 TM 032 142

Sultana, Qaisar; Kay, Lisa
Pre- and Post KERA Students' Writing Skills: A Comparative Study.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *High School Graduates; High Schools; Portfolio Assessment; *Portfolios (Background Materials); Scoring; *Writing Achievement; Writing Tests
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; Reform Efforts

This study was conducted to determine whether the writing skills, as measured by the University Writing Requirement (UWR), of Kentucky high school graduates who had participated in Kentucky's Commonwealth Accountability Testing System (CATS) writing portfolios had improved in comparison with their peers in the past who had not done the writing portfolios. The UWR is one of Eastern Kentucky University's standards for graduation. The objectives were to compare the UWR scores of pre- and post-Kentucky Education Reform Act (KERA) students and to determine the significance of the difference. Researchers randomly selected 50 UWR essays written by Kentucky high school graduates in response to a prompt, Spectator Sport, given in fall 1989 (pre-KERA). The same number of essays responding to the same prompt given in summer 1997 (post-KERA) were also selected. A copy was made of each of the 100 essays to mask the effects of aging and to make the physical appearance of all the essays similar. Four UWR trained and experienced readers were asked to score the essays, and each essay was scored by two readers. The means of the essays in pre-KERA and post-KERA groups were computed and subjected to t-tests to determine the significance of the difference. No significant difference was found at any level between the means of the two groups. (SLD)

ED 448 182 TM 032 143

Wollert, Michele H.; West, Russell F.
Differences in Student Ratings of Instructional Effectiveness Based on the Demographic and Academic Characteristics of Instructors.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).

DESCRIPTORS- Models; *Qualitative Research; Research Design; *Research Methodology; *Researchers

The fervent debate over the last 100 years about quantitative and qualitative research paradigms has resulted in a great divide between quantitative and qualitative researchers, who often view themselves as in competition with each other. This polarization has promoted "uni-researchers," researchers who restrict themselves exclusively to either quantitative or qualitative research methods. A false dichotomy exists between quantitative and qualitative research, with all distinctions between the two methods lying on continua. Relying on only one type of data is extremely limiting, and "uni-research" is a threat to the advancement of the social sciences. This paper provides evidence that the debate between quantitative and qualitative methodologies is divisive and counterproductive for advancing the fields of the social and behavioral sciences. All graduate students should learn to use and appreciate both methodologies to develop into "bi-researchers." (Contains 1 figure and 48 references.) (SLD)

ED 448 202 TM 032 232

Onwuegbuzie, Anthony J.; Wilson, Vicki A.
Statistics Anxiety: Nature, Etiology, Antecedents, Effects, and Treatments: A Comprehensive Review of the Literature.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Anxiety; *College Students; Higher Education; Literature Reviews; *Statistics

Many college students are required to enroll in statistics and quantitative research methodology courses as part of their degree programs, but many students report high levels of anxiety while enrolled in these classes. Recent years have seen an increase in the number of articles on statistics anxiety appearing in the literature as researchers have recognized that statistics anxiety is a multidimensional construct that has debilitating effects on academic performance. This paper provides a summary of the literature on statistics anxiety, describing the nature, etiology, and prevalence of statistics anxiety. The antecedents (dispositional, situational, and environmental) of statistics anxiety are identified, and their effects on achievement in statistics are traced. Existing measures of statistics anxiety are described, and an array of successful interventions for reducing statistics anxiety are discussed. (Contains 1 figure and 81 references.) (Author/SLD)

ED 448 203 TM 032 233

Collins, Kathleen M.; Onwuegbuzie, Anthony J.
Treatment by Aptitude Interactions as a Mediator of Group Performance in Research Methodology Courses.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- Asylum; Globalization; Immigration Legislation; Welfare Reform

This report details the challenges that immigrant women in the United States have faced since the 1995 United Nations World Conference on Women in Beijing, China. It presents a compilation of research and synthesis by immigrants' rights activists and organizations. Data come from immigrant women's testimony. The following topics are featured: "U.S. Immigration Policies Undermine Women's Rights"; "Border Patrol Abuse of Female Migrants"; "Immigration Enforcement's Impact on Women"; "Gender and Asylum"; "Women in Detention"; "Immigrant Women and Welfare Reform"; "Immigrant Women's Health"; "Employment Conditions of Immigrant Women"; "Trafficking in Women"; "Immigrant Women and Domestic Violence"; "Lesbian Immigrant Women"; and "Immigrant Girls and Youth." The report finds that not only has the United States failed to protect the rights of immigrant women, but legislation and immigration policies have negatively impacted their well-being, health, employment, and family life. Recommendations are provided as a starting point for governmental and nongovernmental bodies to address the issues and conditions of immigrant women (e.g., repeal employer sanctions, legalize their work, end human rights violations, and protect family unity). An appendix describes the Beijing World Conference on Women and Platform for Action and the U.S. commitments to the Platform for Action. (SM)

ED 448 223 UD 033 880

Tapia, Richard; Lanius, Cynthia
Underrepresented Minority Achievement and Course Taking: The Kindergarten-Graduate Continuum.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the National Institute for Science Education (Detroit, MI, May 22-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Advanced Placement; Affirmative Action; College Admission; *Diversity (Student); Elementary Secondary Education; Feminism; Graduate Study; High Risk Students; Higher Education; Mathematics Achievement; *Minority Groups; School Holding Power; Student Evaluation; Student Recruitment; Urban Schools
IDENTIFIERS- Course Taking Patterns; Rice University TX; Scholastic Assessment Tests; Texas; Underrepresentation

This paper calls for a major reexamination of the educational system as it relates to under-represented minorities in science, mathematics, engineering, and technology. The paper sets forth experiences gained from years of working in both K-12 and higher education with under-represented minorities. The following topics are examined: the importance of persisting with the issue; what is meant by under-represented minorities; diversity within diversity (i.e., Hispanic is a broad category that represents varied ethnic heritages, life experiences, and levels of underrepresentation); judging Texas schools (the Texas Assessment of Academic Skills); maximizing the effects of the SAT; mathematics achievement; course taking trends; whether advanced placement is the high achievement leader; overcoming the preparation hurdle; hitting the minority to majority transition wall; a profile of the challenge (Rice University, Texas); how under-represented minority students fare at Rice University; what to do if schools like Rice and Harvard

Schools; Standardized Tests; Statistical Data; *Status; Tables (Data); *Test Results; Trend Analysis; *Urban Schools
IDENTIFIERS- *New York City Board of Education

This is the second report card on the New York City public schools issued by the Manhattan Institute's Center for Civic Innovation. The "just the facts" format provides a statistical review of performance over 10 years using data made available by the State Education Department and the City Board of Education. In the short term, data show that high school completion rates are slightly up, and that scores on standardized tests have improved. The slight increase in high school completion is overshadowed by a long-term trend in which about half the students complete their studies in 4 years and an additional 20% do so by the age of 21. It appears as though, if the Regent's examinations remain rigorous, about 16% of the students in New York City will be able to meet the state's new and more rigorous requirements for a high school diploma in the future. An increasing number of students have been forsaking the traditional diploma for an "equivalent diploma." Such students are less likely to do well in college. The improvements in standardized test scores are somewhat more encouraging, but still, tests reveal that about 60% of students attending elementary and middle schools in the city are not reading at an acceptable level. A large disparity is evident in academic performance defined by race, and this gap is apparent on all measures of academic performance. New York City has a high percentage of students who are in the lowest quartile of academic performance. Tables provide information on student academic achievement and high school completion, with details about the performance of schools, students in various ethnic groups, and special education students. (Contains 13 graphs and 10 tables.) (SLD)

ED 448 243 UD 033 902

Oesterreich, Heather
The Technical, Cultural, and Political Factors in College Preparation Programs for Urban and Minority Youth. ERIC Digest Number 158.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *College Preparation; *Cultural Awareness; Disadvantaged Youth; *High School Students; High Schools; *Minority Groups; *Program Effectiveness; Urban Schools; *Urban Youth
IDENTIFIERS- ERIC Digests

This digest describes the essential components of college preparation programs for urban and minority youth. The digest suggests that such programs must attend to the cultural norms of the community and their own political contexts in order to increase students' access to, enrollment in, and graduation from college. College preparation programs must begin for students as early as possible, focus on readiness rather than remediation, and provide multiple services over an extended period of time. The technical components of precollege programs cover the structures, strategies, and knowledge necessary to prepare students for admission, enrollment, and graduation from to Private Universities" (Amin Mahmoud); (30) "Universities as Guardians of Man's Cultural Development" (M. I. Kazem); (31) "International Understanding" (Victor L. Urquidi); (32) "The Role of Universities in International Mutual Assistance" (Bakary Toure); (33) "Working Together across Cultures: Rewards and Frictions" (Lydia Makhubu); (34) "Local Priorities, Global Values: The University between Economic Development, Solidarity and Social Progress" (Julio C. Teran Dutari); (35) "University/Industry Co-Operation in an International Dimension" (Michael Daxner); and (36) "University and Development: Anticipating Change" (Brenda Gourley). Each paper contains references. (SLD)

ED 447 744   HE 033 587

Guri-Rosenblit, Sarah
Distance and Campus Universities: Tensions and Interactions. A Comparative Study of Five Countries. Issues in Higher Education Series.
PUB DATE- 99
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; Comparative Analysis; Curriculum Development; *Development; *Distance Education; Educational Technology; Foreign Countries; *Higher Education; Institutional Autonomy
IDENTIFIERS- Canada; Germany; Israel; Spain; United Kingdom

This book compares the emergence and development of autonomous, fully fledged distance teaching universities in the higher education systems of the United Kingdom, Germany, Spain, Canada, and Israel. It examines the evolution and functional roles of these universities and outlines their commonalties and divergences. Main lessons are synthesized from the case studies of these universities. The chapters are: (1) "The Idea of a Distance Teaching University"; (2) "Distance Teaching Universities in Their National Settings"; (3) "Students and Academic Faculty"; (4) "Academic Curricula"; (5) "Technologies in the Service of Distance Teaching Universities"; (6) "Governance, Funding and Organisation"; (7) Distance and Campus Universities: Skepticism, Collaboration and Competition"; and (8) "Lessons from the Past and Trends of the Future." Attachments (annexes) contain "Basic Guidelines for Initiating and Establishing a New Distance Teaching University" and a "Summarised Check List" for starting a distance university. (Contains 420 references.) (SLD)

ED 447 745   HE 033 588

Bennich-Bjorkman, Li
Organising Innovative Research: The Inner Life of University Departments. Issues in Higher Education Series.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Departments; *Educational Innovation; Foreign Countries; *Graduate Students; *Higher Education; Interviews; Research; *Research Universities; Social Sciences; Training
IDENTIFIERS- *Sweden

higher education in the United States. Section 1, "Introduction to U.S. Higher Education, Its Governance, Administration, and Accreditation," discusses: federal government and state roles; types of institutions of higher education; administrative structure; and accreditation, quality, and standards. Section 2, "Admissions, Faculty, Students, and Instruction," focuses on: academic entrance exams, admission of foreign students, transfer students, and graduate admissions; faculty qualifications, tenure, and evaluation; foreign students attending U.S. colleges and universities; and the academic year, credit system, types of courses and methods of instruction, student evaluation, and diplomas and degrees. Section 3, "Financing Higher Education," discusses: institutional income and expenditures; costs of higher education to students and their families; and financing foreign students. Section 4, "Major Issues in U.S. Higher Education," highlights: costs and funding; quality and assessment; affirmative action and access for minority students; governance; information technology and education policy; accountability; and internationalization. Section 5 features "Organizations and U.S. Government Agencies Involved in International Higher Education." (SM)

ED 447 766   HE 033 610

Wilds, Deborah J.; Wilson, Reginald
Minorities in Higher Education, 1997-1998: Sixteenth Annual Status Report.
SPONS. AGENCY- Coca-Cola Bottling Corp. Foundation, Cincinnati, OH.
PUB DATE- 98
NOTE- 115p.; Contributing authors: William Sedlacek and Charles Dervarics.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian American Students; Black Students; Cognitive Measurement; *College Admission; College Applicants; *College Attendance; College Faculty; College Students; *Degrees (Academic); Doctoral Degrees; Dropout Rate; Educational Attainment; *Enrollment Trends; Graduation; Higher Education; Hispanic American Students; *Minority Groups; Tables (Data)
IDENTIFIERS- African Americans; American Indian Students

This report summarizes the most recent data on key indicators of progress in American higher education. Eight sections focus on the following: high school completion (African Americans, Hispanics, and high school dropout rates); college participation and educational attainment (African Americans, Hispanics, and educational attainment); college enrollment (African Americans, Hispanics, Asian Americans, and American Indians); college graduation rates (African Americans, Hispanics, Asian Americans, and American Indians); degrees conferred (African Americans, Hispanics, Asian Americans, and American Indians); degrees conferred by field (African Americans, Hispanics, Asian Americans, American Indians, doctoral degrees, and doctoral degrees by field); employment in higher education (general trends, African Americans, Hispanics, Asian Americans, and American Indians); and admissions in higher education: measuring cognitive and noncognitive variables (cognitive admissions measures, noncognitive variables as supplements to cognitive measures of student success, concerns about the use of noncognitive measures and

8; Grade 9; *Graduation Requirements; High School Graduates; Public Schools; Secondary Education; *State Standards
IDENTIFIERS- *North Carolina

The North Carolina State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October 1995, the Board made the requirement effective beginning with the graduating class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a high school diploma. The requirement is based on the kindergarten through grade 8 competencies of the K-12 computer skills curriculum approved in July 1992 by the State Board of Education. These competencies are defined in the North Carolina "Standard Course of Study" (SCS). The goals of the requirement are to ensure that most students enter high school with sufficient computer skills and no student exits North Carolina high schools without sufficient computer skills. The multiple choice and performance test assesses: word processing; keyboarding; database use; spreadsheet use; telecomputing skills; societal issues; ethics; terms, operation, and care of computers; and use of computers in various curricular areas. The performance test consists of four parts: keyboarding techniques; word processing/editing; database use; and spreadsheet use. This document reports the performance of students in the class of 2001 as tenth graders, the class of 2002 as ninth graders, and the class of 2003 as eighth graders on the computer skills test. For the 1998-99 school year, 74.9% of students who took the tests met the requirement at the end of eighth grade. There were disparities in performance among subgroups. Hispanic (49.7%), Black (58.5%), and American Indian (60.1%) subgroups had lower percentages passing the proficiency requirement than Asian (72.8%), Multi-Racial (73.2%), and White (84%) subgroups. For the same school year, 76.6% of students who took the tests met the requirement by the end of ninth grade. Hispanic (50.7%), American Indian (62.1%), and Black (62.8%) subgroups had lower percentages passing the proficiency requirement than the Asian (70.1%), Multi-Racial (74.2%), and White (84.7%) subgroups. Findings for tenth grade revealed 80.8% of students taking the tests had met the requirements by the end of tenth grade. Hispanic (61.7%), Black (69.1%), and American Indian (69.1%) subgroups had lower percentages passing the requirement than the Multi-Racial (72.1%), Asian (72.8%), and White (87%) subgroups. Findings are highlighted in the following categories: 1998-99 student performance--comparison of 8th, 9th, and 10th grade performance; and student performance by ethnicity. Twenty-four tables and seven figures present findings. Sample questions and answers for the tests are included and a list of charter schools is appended. (AEF)

ED 447 788   IR 020 409

North Carolina Instructional Technology Plan Guide: Technological Recommendations and Standards. Revised .
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cooperative Programs;

national context, skill standards development, and educational response to the skills gap. The high school core IT curriculum is then presented, including: (1) project description; (2) technical learning components (computer trends, database, e-mail, graphics software, hardware installation/configuration, Internet, network technologies, PC principles and operations, presentation software, programming, software installation/configuration, spreadsheet, Windows, and word processing) and foundation learning components (analysis, design/development, documentation and business communication, facilitation/customer service, organization/delivery of presentations, problem solving/troubleshooting, project management, research, self-learning, task management, team work, testing/validation, and workplace skills); (3) learner program outcomes, i.e., statements that support each of the learning components by describing what students must know and be able to do by the end of the program; (4) key competencies and proficiency/expert level performance indicators for each of the learning components; (5) sample activities; and (6) relevant math and science learner program outcomes and key competencies. Appendices include a glossary, a chart of core skill standards, and a resource list. A poster that cross-references the IT high school competencies to Washington State Essential Academic Learning Requirements is also included. (MES)

ED 447 806 IR 020 439

Polonoli, Keith E.
Defining the Role of the Digital Portfolio in Teacher Education.
PUB DATE- 00
NOTE- 17p.; Paper presented at the West Virginia Network (WVNET) Annual Conference (Morgantown, WV, November 13-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Higher Education; *Portfolios (Background Materials); *Preservice Teacher Education; Preservice Teachers
IDENTIFIERS- *Electronic Portfolios; Technology Role

The digital portfolio should serve the same purpose as the traditional portfolio in teacher training programs. Both the traditional portfolio and the digital portfolio can be used as reflective instruments and diagnostic tools, unique vehicles that allow students to express who they are and what they can do. A logical construct for the digital portfolio can be developed by combining personal professional goals of preservice teachers with the standards set by the Interstate New Teacher Assessment and Support Consortium (INTASC). Additional benefits to be realized when incorporating digital portfolios in teacher training are: (1) teaching preservice educators technology skills within a relevant context: (2) eliminating storage problems; and (3) providing preservice teachers with a powerful tool for gaining employment. The dissemination of the digital portfolio can be accomplished by using either the CD-ROM or the World Wide Web. (Contains 16 references.) (Author/MES)

ED 447 807 IR 020 441

CNN Newsroom Classroom Guides, November 2000.
PUB DATE- 00
NOTE- 110p.; Produced by Turner Learning, Inc.
LANGUAGE- English

Bundy, Alan
Forward with Imagination: Innovative Library Client Services for the 21st Century.
PUB DATE- 00
NOTE- 13p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Electronic Libraries; Foreign Countries; Higher Education; Information Literacy; *Innovation; Library Cooperation; Library Facilities; *Library Services; Library Surveys; Staff Development; World Wide Web
IDENTIFIERS- Australasia; Australia; Learning Organizations; New Zealand; Web Sites

This paper considers innovation in academic libraries. The first part explores the definition and nature of innovation and the literature relevant to academic libraries in particular. In the second part, the outcomes of a search of library World Wide Web sites and a survey of International Association of Technological University Libraries (IATUL) and Australasian academic libraries are detailed. Results in the following areas are presented: innovations since 1995 related to physical facilities, electronic and nonelectronic information services, information literacy, community access, and library cooperation; innovation specified in mission, objectives, or strategic plan; staff development program facilitating innovation and enterprise culture; and budget provision for innovation. These results are presented first for IATUL members excluding Australia and New Zealand (n=49), then for Australia and New Zealand libraries (n=39). The third part reviews the issues that need to be considered by libraries seeking to be innovative and learning organizations in the 21st century. (Contains 17 references.) (MES)

ED 447 825   IR 057 947

Byrne, Alex
After the Fireworks: Opportunities and Directions for University Libraries.
PUB DATE- 00
NOTE- 6p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Educational Change; Electronic Libraries; Electronic Publishing; Higher Education; Information Skills; *Information Technology; Intellectual Property; Library Role; *Library Services; *Technological Advancement; *Telecommunications

technology-driven marketing strategies that help recruit students, secure funding, and enhance the institution's image. Chapter 11 explores the impact of the Internet on higher education. Contains 52 figures, 221 references and 6 survey forms. (PGS)

ED 447 844 JC 010 088

Kleiman, Lisa
Tidewater Community College Fall Semester 1998 Enrollment Report.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Enrollment Influences; *Enrollment Rate; *Enrollment Trends; *Student Characteristics; Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Tidewater Community College VA

This report analyzes Tidewater Community College's (Virginia) fall 1998 enrollment and illustrates which enrollment variables contributed to the 5% college-wide growth. It includes an in-depth look, both from a college-wide and campus perspective, at demographics, programs, productivity, and annual projections. Much of the enrollment growth between 1997 and 1998 can be attributed to students exhibiting more traditional characteristics: full-time, 18-21 years of age, and enrolled in an associate degree program which allows transfer to a four-year college or university. Underlying this trend are improved articulation agreements with area four-year colleges and universities, and continuous course updates for existing programs. Price conscious constituents have also played a role in the increasing college transfer program enrollments. The college's workforce training initiatives increased enrollments in general education as well as occupational-specific areas. The outlook for spring semester is a continuation of the trends experienced in the fall with a large increase in occupational/technical enrollment resulting from a workforce-training contract with the Navy. Included in the appendices are charts of: demographic comparisons at all colleges and at the Chesapeake, Portsmouth, Norfolk, and Virginia Beach campuses; Tidewater Community College proportion of local high school graduates attending the college in the fall semester; discipline FTES comparisons for fall 1997 versus fall 1998 for all colleges; and PAS summary. (VWC)

ED 447 845 JC 010 089

Kleiman, Lisa
Tidewater Community College 1998 Employer Survey Study.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Community Colleges; *Employer Attitudes; Foreign Countries; *Occupational Surveys; Outcomes of Education; Two Year Colleges
IDENTIFIERS- *Tidewater Community College VA

This report presents the results of Tidewater Community College's (Virginia) 1998 employer survey study, which provides useful insights into graduates' skills, professional behaviors, and overall job performance. Employer comments also provide valuable feedback relating to currency and comprehensiveness of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Associate Degrees; College Programs; *Community Colleges; *Enrollment; Full Time Students; *Institutional Characteristics; Part Time Students; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document contains two tables of information compiled from spring 1999-00 registration records submitted by each North Carolina community college. The first table summarizes the number of persons enrolled in each program in each college. Curriculum programs are categorized as Associate, Diploma, Certificate, or Transition. Extension programs include basic skills, community service, and JTPA, among others. The second table uses the same categories, but summarizes the annualized full-time equivalent (FTE) enrollment in each program in each college. An annualized FTE is representative of the amount of time a "typical" full-time student attends class during a given report year. Several part-time students would only constitute one FTE. The full-time equivalent was developed to standardize reporting and is used as the basis for the allocation of state funds to the colleges. FTE for each semester is calculated by dividing the number of student hours in membership for that 16-week semester by 512. A curriculum annualized FTE is defined as student enrollment in 16 hours of class, shop, or laboratory instruction per week for 16-weeks for two semesters. The extension annualized FTE for each term is calculated by dividing the number of student hours in membership for that term by 688. (PGS)

ED 447 866 JC 010 033

Morris, Cathy
Miami-Dade County Public High School Graduates: Suggestions for Recruitment. Information Capsule 2000-07C.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Bound Students; Community Colleges; *High School Graduates; High School Students; High Schools; *School Effectiveness; Student Mobility; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL; *Miami Dade County Public Schools FL; School Performance Indicators

The report summarizes key indicators for Miami-Dade County public high schools to provide information useful to recruiters at Miami-Dade Community College (M-DCC) (Florida). Schools are grouped into high, moderate, and low performing categories based on the Florida School Indicators report. The report also displays continuation rates into public postsecondary education, and continuation to M-DCC, Florida International University, Broward, and other colleges and universities. The letter grade assigned to each school under the Florida School Accountability Act is shown, and Magnets are identified where applicable. Recruitment suggestions focus on honors (a priority area in the 2000-05 Strategic Plan), ESOL, and vocational programs. Table 1 displays Miami-Dade County public high schools sorted by the number of indicators "flagged" from the Florida School Indicators report. Information in the table includes comments about the schools based on the data, learning process. The Completion/Assessment stage provides the institution with the opportunity to receive feedback regarding the success of its services and programs of instruction. This report charts the Student Service & Learning Delivery Model and its Components/Linkages. (Contains 10 references.) (VWC)

ED 447 887 JC 010 054

High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges. Oklahoma High School Indicators Project.
PUB DATE- 99
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Enrollment Trends; *High School Graduates; Higher Education; State Schools
IDENTIFIERS- *Oklahoma

The counts from the current annual report and reports of the previous two years have been combined to provide a three-year average Oklahoma college-going rate. This report includes single-year reports that are provided for each of the three years used to construct the average college-going rates: the college-going rate for 1995-96, 1996-97, and 1997-98 high school graduates going to college in 1996-97, 1997-98, and 1998-99, respectively. There are two kinds of rates shown on these reports: linear college-going rate, which measures the movement of Oklahoma high school graduates who go directly to an Oklahoma college the following year, and the combined college-going rate, which combines the measurement of those students who attend directly out of high school with those students who have delayed entry for one year or more. The three-year average linear college-going rate for Oklahoma colleges in 1998-99 was 55.5% of the Oklahoma high school graduates from 1995-96, 1996-97, and 1997-98. The linear college going rate for Oklahoma colleges in 1998-99 was 56.8% of the high school graduates from 1997-98. Reported for the first time in this report is the linear college-going rate for high school graduates by institutional tier level. The three-year average combined rate for Oklahoma was 90.1% of the high school graduates from 1994-96, 1996-97, and 1997-98. The combined rate for Oklahoma was 95.7% of the high school graduates from 1997-98. (VWC)

ED 447 888 JC 010 056

Meeting New Leadership Challenges in the Community Colleges.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Institutional Role; *Leadership Training; *Partnerships in Education; *Program Development; Two Year Colleges
IDENTIFIERS- *Claremont Graduate School CA

In April 2000, the Community College Leadership Development Initiative (CCLDI) and the Claremont Graduate University (CGU) in California entered into a landmark partnership to improve the leadership of the community colleges. This partnership is notable for several reasons: it envisions a multifaceted, long-term effort to improve community college leadership based upon an interactive performance of a puppet show for young children was videotaped, along with a later performance of the same show by the children. The study compared the techniques used by the adult performers and the children and the similarities and differences in the fairy tale plot between the adults' and children's performances. The study also attempted to clarify the possibilities for children's creative expression in this type of activity. Episodes of the adults' and children's presentations were compared regarding composition, texts, addressees, and means of expression. Analysis indicated that the puppet show performed by the children was not a repetition but an independent creative activity that helped the children to shape the process of their own understanding and to discover sense hidden in the fairy tale; sensitive and skillful adult participation seemed key to the quality of the children's creative learning experience. (Contains 10 references.) (EV)

ED 447 907 PS 028 986

Hopp, Mary Ann; Horn, Cheryl L.; McGraw, Kelleen; Meyer, Jenny
Improving Students' Ability To Problem Solve through Social
  Skills Instruction.
PUB DATE- 00
NOTE- 60p.; Master's Action Research Project, Saint Xavier
  University and Skylight Professional Development Field Based
  Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Behavior Change; Change Strategies;
  Children; *Conflict Resolution; *Cooperative Learning; Early
  Adolescents; Elementary Education; *Elementary School Students;
  *Interpersonal Competence; *Middle School Students; Middle
  Schools; Peer Relationship; *Problem Solving; Program
  Effectiveness; Program Evaluation

When elementary and middle level students lack effective problem-solving skills, they may make poor behavior choices in social conflicts, contributing to a negative learning and instructional environment. This action research project evaluated the impact of using social skills instruction to improve students' ability to solve problems related to peer conflict situations. Specific skills taught were listening to each other, articulating their feelings positively, and offering solutions for a "win-win" compromise. Participating in the study were second, fourth, and sixth graders from 3 different rural and suburban schools in three Midwestern cities, a total of 96 students. Students' difficulties in problem solving were documented by means of behavior checklists completed by teachers and student surveys. The 16-week intervention was comprised of 4 components implemented in each classroom setting for 30 minutes weekly: (1) direct teaching of social skills; (2) cooperative learning activities; (3) 3-step peer conflict resolution training; and (4) role playing. Post-intervention findings indicated that the number of I-messages increased and that there were improvements in the students' ability to express their feelings. However, tattling and name calling incidents increased. Decreases were noted in teasing and bullying. Occurrences of physical contact incidents remained the same. (Six appendices include data collection instruments and sample lessons. Contains 57 references.) (KB)

ED 447 908 PS 028 987

Carver, Erin L.; Price, Kathleen L.; Wilken, Diane M.

implementing Te Whariki strands; a particular challenge was implementing Te Whariki using their own Pacific languages and cultural values. The facilitators of professional development reported that Te Whariki is in place, with centers differing in level of implementation. Facilitators referred to the language issue and the importance of translating Te Whariki to make the professional development task easier. All centers included daily individual observations of children as their main method for gathering assessment information. Translating terms and concepts remains a challenge for more fully involving parents in assessment and evaluation. Continuing concerns include meeting current requirements, using the appropriate language, and having sufficient time for professional development. (Appended is a sample focus group agenda and a list of participating Pacific Islands Early Childhood Centers. Contains 30 references.) (KB)

ED 447 927 PS 029 025

Sauvao, Le'autuli'ilagi M.; Mapa, Lia; Podmore, Valerie N.
Transition to School from Pacific Islands Early Childhood Services.
PUB DATE- 00
NOTE- 151p.; "And assisted by Tapaeru Tereora, Suria Timoteo, Ina Mora, and David Yeboah."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Culturally Relevant Education; Early Childhood Education; Elementary School Teachers; Foreign Countries; Interviews; Limited English Speaking; *Pacific Islanders; Parents; Preschool Teachers; *Primary Education; Student Adjustment; Student Needs; *Transitional Programs; *Young Children
IDENTIFIERS- New Zealand; *Transitional Activities

Noting the need for additional information on the transition of children from Pacific Islands early childhood services to primary school, this exploratory study was designed to provide an account of the experiences of children, parents, and teachers, focusing on language and other aspects of children's move from Pacific Islands early childhood centers into English-language primary schools. Participating were 27 children and their families from one of five ethnic groups (Cook Islands, Niue, Samoan, Tokelauan, and Tongan). Interview methods were used to collect information on the experiences of children, their parents, and their early childhood and primary school teachers. Findings from the interviews are organized with reference to five research questions concerning: (1) the similarities and differences between the contexts of home, school, and early childhood settings; (2) the aspirations, expectations, and views of parents, teachers, and children of these contexts; (3) how well the children perceive they make the transition; (4) use of information by teachers and parents to facilitate transition; and (5) how schools assist and support the home languages and cultures of Pacific Islands children starting primary school. The research offers a methodological model for interviews with children, parents, and other participants from these Pacific Islands communities. Key issues emerging from the literature review, demographic data, and findings include continuity of Pacific Islands languages and culture, partnership between home and school, teachers' and parents' expectations, implications of the hidden curriculum, curriculum continuity, literacy, teacher education, and Pacific Islands representation in schools and education. (Appended are

Parent Education; Parent Materials; *Parents as Teachers; *Preschool Children; Preschool Education; Videotape Recordings
IDENTIFIERS- Daily Routines; Day Care Quality; Family Activities

There are many things parents and caregivers can do to help build a child's literacy skills from the time the child is born until the child is old enough for school. This 24-minute videotape, hosted by Jamie Lee Curtis and LeVar Burton, provides helpful information on how to foster a young child's language and literacy development beginning at birth and continuing through the preschool years. Topics discussed include the importance of communicating with a newborn infant, establishing reading routines, materials that prepare children for reading and writing, activities to spark children's interest in learning, the importance of quality childcare, and incorporating literacy into everyday activities. Included with the videotape is a booklet, "Ready To Learn: Essential Tips for Early Literacy." This booklet discusses the following 10 guidelines to help parents and caregivers promote literacy in young children: (1) talk and sing with your child; (2) read to your child every day; (3) provide materials that prepare your child for writing; (4) limit television viewing and watch appropriate shows with your child; (5) provide opportunities for play and exploration; (6) be a role model by showing your love of reading; (7) visit libraries and bookstores; (8) give your child a healthy start; (9) select quality childcare; and (10) instill a life-long love of reading. (KB)

ED 447 946   PS 029 050

Heymann, Jody
The Widening Gap: Why America's Working Families Are in Jeopardy and What Can Be Done about It.
PUB DATE- 00
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Change Strategies; Children; *Dual Career Family; Elementary Secondary Education; *Employed Parents; Employer Employee Relationship; Family Financial Resources; Family Income; Family Life; *Family Needs; *Family Problems; Family (Sociological Unit); *Family Work Relationship; Labor Conditions; Well Being; *Work Environment; Working Hours
IDENTIFIERS- Family Responsibility; *United States; Working Poor

This book examines the lives of America's working families from all social classes and ethnic groups and the familial obligations they must deal with, arguing that there is a widening gap between the demands of the workplace and the well-being of America's families. Chapter one provides an overview of the problems of longer work days, outdated social institutions, and inadequate public policies. Chapter two, "Predictably Unpredictable: The Lives of Working Americans," reports on a study of how workers are meeting family obligations. Chapter three, "Outdated Working Conditions and Inadequate Social Supports: The Impact on Children," details the impact of parental working conditions on children's educational outcomes. Chapter four, "Special Needs: The Experience of Particularly Vulnerable Children and Their Families," details the difficulties faced by working parents of special needs children. Chapter five, "Impact across the Life Span: Extended Family Fantasies and Realities," presents data on caregiving and the aging American population. Chapter six, "Economic Inequalities Magnified: Greater Strains, Fewer Resources," focuses on America's working poor. Chapter seven, ED 447 964 PS 029 078

Collins, Ann M.; Layzer, Jean I.; Kreader, J. Lee; Werner, Alan; Glantz, Fred B.
National Study of Child Care for Low-Income Families. State and Community Substudy Interim Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 168p.; For 1993 report, see ED 371 058. With contributions from Steven Page, Cindy Creps, Melanie Brown Lyons, Ayana Douglas-Hall, and Mike Griffin.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Employed Parents; *Family Financial Resources; Family Income; *Influences; Longitudinal Studies; *Low Income; Poverty; Public Policy; State Legislation; Tables (Data); Welfare Recipients
IDENTIFIERS- *Child Care Costs; *Child Care Needs; Day Care Selection; Subsidized Child Care Services; Temporary Assistance for Needy Families; Welfare Reform

The National Study of Child Care for Low-Income Families, conducted for the Administration for Children and Families in the U.S. Department of Health and Human Services, is a 5-year research effort in 17 states and 25 communities that will provide information on the response of states and communities to the child care needs of low-income families, on the employment and child care choices made by these families, and on the factors that influence those choices. This report is the first in a series that will present study findings, and the first of three that will focus specifically on the issues at the state and community levels. The report's introductory chapter details the legislative context for the study, including the legislative and policy changes produced by welfare reform and the issues raised by those changes. This chapter also provides an overview of the study's objectives, activities and time-frame, and a framework for the report. The second chapter examines the changes and growth in child care expenditures in the study states in the first 3 years of welfare reform and the proportion of funds drawn from federal versus state sources, and from mandatory versus optional sources. Finally, the chapter describes the extent to which child care funds are used to address quality concerns or improve administrative efficiency, as opposed to direct expenditure on child care services. The third chapter focuses on how states are meeting the demand for child care subsidies. The chapter examines changes in the use of subsidies since the passage of welfare reform legislation, the ways in which TANF (Temporary Assistance for Needy Families) policies have influenced the use of subsidies and the strategies states have employed to address the subsidy needs of TANF and non-TANF families. The fourth chapter describes the administration of child care subsidies in states and communities. This chapter also examines the ways in which administrative procedures facilitate or make more difficult families' access to subsidies. The fifth chapter addresses questions about the types of care that states are purchasing with child care subsidies and the ways in which states may influence parents' choice of child care arrangement through regulatory policies and other requirements as well as payment rates and procedures. The sixth chapter addresses questions about how the supply of child care has responded to growth in the use of subsidies and

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; American Indians; *Civil Liberties; Colonialism; Conservation (Environment); Cultural Maintenance; Elementary Secondary Education; Ethnic Discrimination; Females; Foreign Countries; *Indigenous Populations; Land Use; Language Minorities; Natural Resources; Organizations (Groups); *Politics; *Self Determination
IDENTIFIERS- *Land Rights; United Nations

This annual publication (published separately in English and Spanish) examines political, social, environmental, and educational issues concerning indigenous peoples around the world during 1999-2000. Part 1 highlights news events and ongoing situations in specific countries in nine world regions: the Arctic, North America, Mexico and Central America, South America, the Pacific and Australia, East Asia, Southeast Asia, South Asia, and Africa. Articles of educational interest on the Arctic and the Americas discuss language use (Greenlandic versus Danish) in Greenland; native language instruction for the Sami in Russia; "Indian control of Indian education" and technology use in Indian schools in the United States and Canada; financial support for U.S. tribal colleges; controversy over university research into indigenous ethnobotanical knowledge in Chiapas, Mexico; and assimilationist efforts to decrease the number of indigenous teachers and health workers in Peru. Other education-related articles discuss the struggle for indigenous language rights in Nepal and describe research and a documentary film on the educational situation of San children in southern Africa. Other indigenous issues include violations of human rights, environmental threats and indigenous opposition, legal and political reforms, land rights, cultural assimilation, intellectual property rights, and relationships between indigenous peoples and national governments. Indigenous women's issues are included throughout. Part 2 describes developments on indigenous rights at the United Nations. (Contains maps and photographs.) (SV)

ED 447 983   RC 022 622

Strover, Sharon
Rural Internet Connectivity.
SPONS. AGENCY- Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- 99
NOTE- 19p.; Presented at the Telecommunications Research and Policy Conference (Alexandria, VA, September 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Information Technology; *Internet; Policy Analysis; *Rural Areas; Rural Development; *Rural Urban Differences; *Telephone Communications Industry
IDENTIFIERS- Access to Technology; *Deregulation; Iowa; Louisiana; *Telecommunications Infrastructure; Texas; West Virginia

A positive relationship has been found between access to telecommunications capabilities and improved economic development. However, the deployment of systems that deliver toll-free Internet access favors urban regions. This research examines Internet service providers' (ISP) operations in rural portions of Texas, Iowa, Louisiana, and West Virginia to determine the disparity between urban and rural regions for Internet access and the factors that influence ISPs' operations culture in various ways, and worked hard to meet the challenges of keeping farmworkers' and migrant workers' children in school and succeeding. (SV)

ED 448 000 RC 022 711

Jackson, Calvin H.
Flourishing in the Face of Adverse Rural Conditions: A Case Study of Thrasher School, Booneville, Mississippi.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.; In: "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Schools; Economically Disadvantaged; *High Schools; *Institutional Survival; Interpersonal Relationship; Rural Schools; School Attitudes; *School Community Relationship; *School Support; *Small Schools; Working Class
IDENTIFIERS- Unit Schools

Thrasher School is a K-12 unit school in Prentiss County, Mississippi, that has survived and flourished in an economically disadvantaged area because of its close community connections. The K-12 school enrolls 482 students, of which 144 attend grades 9-12. The community has vigorously resisted high school consolidation, financing reconstruction of the school building after a 1990 fire. This working-class community includes few college graduates, and both school and community strongly encourage vocational programs, which prepare students for work in the local economy. Interviews with the principal, assistant principal, high school teachers, high school students, and a countywide school board member point out the intimate involvement of the community in the school and the importance of interpersonal relationships between community members and school staff, among teachers, and between teachers and students. The operation of the school represents to the community the succession of generations of citizens; the school arguably thrives because of this legacy of community support. The school exists to serve and sustain the community and local ways of living, and loss of the school is seemingly understood by the community as a serious threat to these ways of living. (SV)

ED 448 001 RC 022 712

Hadden, Patricia Demler
When the School Is the Community: A Case Study of Fourche Valley School, Briggsville, Arkansas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 26p.; In: "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Involvement; Community Schools; Economically Disadvantaged; *Educational Environment; Geographic Isolation; High Schools; Institutional Survival; *Rural Schools; *School Community Relationship; *Small Schools
IDENTIFIERS- Community Viability; Unit Schools

ED 448 020 SE 064 090

Ediger, Marlow
Assessing Teaching Suggestions in Mathematics.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; *Manipulative Materials; *Mathematics Instruction; *Teaching Methods

There are numerous teaching suggestions to offer for guiding pupils to achieve more optimally in mathematics. There is, however, a problem involved in writing about the implementation of selected teaching suggestions: there needs to be a readiness of learning prior to implementing any teaching suggestion. If pupils cannot benefit from the teaching suggestions, the chances are they are too difficult. From then on the materials used in teaching should guide pupils to be successful in attaining new and challenging objectives. Also, the teacher needs to observe what interests a pupil in learning. This article suggests activities for teachers such as using blocks, beads, transparencies, geoboards, money, and computer software in teaching mathematics. (ASK)

ED 448 021 SE 064 148

Atkinson, Missy
Earth/Space Science Course No. 2001310. Student Guide and Teacher's Guide.
PUB DATE- 99
NOTE- 766p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Disabilities; *Earth Science; Map Skills; Paleontology; Plate Tectonics; Science Activities; Scientific Methodology; Secondary Education; Solar System; *Space Sciences
IDENTIFIERS- *Earth; Moon; Sun

These documents contain instructional materials for the Earth/Space Science curriculum designed by the Florida Department of Education. The student guide is adapted for students with disabilities or diverse learning needs. The content of Parallel Alternative Strategies for Students (PASS) differs from standard textbooks with its simplified text, small units, reduced vocabulary level, increased frequency of drill and practice, less cluttered format, and presentation of skills in small steps. There are 16 units, and each unit contains an overview, suggestions for enrichment, unit assessment, and keys. Units include: (1) "Introduction to the Scientific Process"; (2) "Map Reading"; (3) "The Universe and Solar System"; (4) "The Earth, the Moon, and the Sun"; (5) "Space Exploration"; (6) "Rocks and Minerals"; (7) "Mountains"; (8) "Plate Tectonics"; (9) "Geologic History and Fossils"; (10) "The Water Cycle"; (11) "Rivers"; (12) "Glaciers"; (13) "Weathering and Erosion"; (14) "The Atmosphere and Weather"; (15) "Energy Sources"; and (16) "Our Environment." The teacher's guide functions to develop and apply basic concepts of the earth and its environment. Selected laboratory

Instruction
IDENTIFIERS- *National Oceanic and Atmospheric Administration

This special edition of the National Oceanic and Atmospheric Administration's (NOAA) State of the Coast Project is an interactive educational CD-ROM designed for the general public. Some of the uses, functions, and ways of protecting our coastal and marine environments are explored. High schools will find it a useful complement to natural sciences curriculum while science and visitor centers, museums, and aquariums will discover it to be a colorful and informative addition to their exhibits. (SAH)

ED 448 047 SE 064 343

Our Crowded Shores: Balancing Growth and Resource Protection. CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- section listing suggested interdisciplinary activities. (ASK)
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ecology; Elementary Secondary Education; Environmental Education; Marine Education; *Oceanography; Optical Data Disks; *Population Growth; Science Activities; Science Curriculum; Science Instruction
IDENTIFIERS- *National Oceanic and Atmospheric Administration

This interactive educational CD-ROM is designed for the general public and examines the extent of coastal population growth and development and their impact on coastal resources. High schools will find it a useful complement to environmental sciences curricula while science and visitors centers, museums, and aquariums will discover it to be a colorful and informative addition to their exhibits. (SAH)

ED 448 048 SE 064 344

Tharp, Barbara; Cutler, Paula; Denk, James; Moreno, Nancy
Legacy of Lost Canyon: A Curious Cave Conundrum. BrainLink: Brain Chemistry.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 00
NOTE- 91p.; Illustrated by T. Lewis. For other books in the BrainLink series, see SE 064 335-338.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Brain; Elementary Education; Hands on Science; *Reading Assignments; *Reading Comprehension; *Reading Instruction; Science Activities

Reading Links were created as ready-to-use reading and writing activities that directly correlate to the Brainlink adventure stories. The activities are related to reading objectives common to many curricula and cover a range of grades and ability levels. The book features a story called "Legacy of Lost Canyon, a Curious Cave Conundrum." Students read the book then use the information provided in the text to answer questions contained in the activity packets. A second packet of activities is included on brain chemistry. This packet provides background information for the teacher. A reading section is also included along with activities for students related to the brain. Each activity in the brain chemistry packet contains an overview of the investigation, the science and math skills that the artworks in depth. The unit's four lessons are: (1) "My Place" (introduces students to the theme of place and to the format artists choose for their artworks; students make a collage that expresses their own place in the world); (2) "Influences from the Past" (introduces influences of earlier art on later art; students consider how earlier murals may have influenced contemporary Chicano murals in Los Angeles); (3) "Themes and Interpretation" (helps students evaluate interpretations of artworks; students use the theme of place to help them interpret contemporary Chicano murals); and (4) "A Mural with a Theme" (students analyze how Chicano and other mural painters have arranged parts within their murals; students plan and execute their own murals expressing the theme of place). Includes extensive resources. (BT)

ED 448 072   SO 032 176

Harada, Violet H.
The Treatment of Asian Americans in U.S. History Textbooks Published 1994-1996.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Content Analysis; *Cultural Context; High Schools; *History Textbooks; Minority Groups; Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research; *United States History
IDENTIFIERS- Hawaii

This study analyzes the treatment of Asian Americans in a group of selected high school U.S. history textbooks published between 1994 and 1996. Using a content analysis technique, nine of the textbooks most widely used in Hawaii were evaluated in terms of Asian groups represented, events and personalities identified, and multicultural concepts reflected. Textual references to Asian Americans ranged from .56% to 2.1%, while visual references ranged from 1.1% to 3%. The Japanese and Chinese were the most frequently mentioned groups in eight of the nine texts, accounting for 60% to 85% of the references. Asian Americans were depicted as passive rather than active agents in all the texts. And while every text cited how industrious Asian Americans have successfully assimilated into the mainstream culture (the model minority culture), none singled out their recent efforts to organize for greater visibility and voice through such groups as the Asian American Political Alliance and the Coalition of Asian Pacific Americans. Findings revealed variations among textbooks in the thoroughness and specificity of their treatment of Asian Americans. The paper suggests textbook improvements concerning coverage of the Filipino, Korean, and Asian Indian American groups; in-depth analyses of historical events and contemporary issues relating to all Asian Americans; and primary accounts that represent the insider's perspective. Contains a list of history textbooks examined, 35 references, and 7 tables of data. (BT)

ED 448 073   SO 032 188

Amaro, Gertrudes
Curriculum Innovation in Portugal: The "Area Escola"--An Arena for Cross-Curricular Activities and Curriculum Development. Innodata Monographs 5.
PUB DATE- 00

The lesson suggests activities for each section, including the small-group creation of a homestead diorama. (BT)

ED 448 097   SO 032 343

Salmon, Nancy
Partners in Arts & Learning Planning Manual: A Guide for Arts Education Planning and Advocacy Teams.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.
PUB DATE- 98
NOTE- 64p.; Additional support from the Maine State Legislature.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Creative Writing; Dance; Elementary Secondary Education; *Grantsmanship; Music; *Planning; Program Proposals; Student Needs; *Teamwork; Theater Arts; Visual Arts
IDENTIFIERS- *Arts Advocacy; Arts in Education Project; *Maine
Partners in Arts and Learning (PAL) is a continuous school-and community-based program which promotes arts in education in all the arts disciplines for all students; encourages the use of professional artists in classrooms as teachers and exemplars; promotes the use of artists as leaders of professional development workshops; builds support for the arts in education; and supports planning and implementation of the Maine Learning Results. This planning manual is designed to help schools and their communities form successful, working arts in education advocacy teams. Drawing upon national and local resources and staff experience, the manual offers step-by-step assistance in finding and recruiting team members, getting the team to identify and work toward common goals, inventorying community and school resources for arts education, developing a 3-year plan for improving arts education for all students, and publicizing and garnering public support for arts education. Specifically, it tells how to apply for PAL grants and provides sample forms and resource lists. (BT)

ED 448 098   SO 032 344

Map Adventures.
PUB DATE- 00
NOTE- 46p.; For a related document from the same preparing institution, see SO 032 345. The teaching poster is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Concept Formation; Geography; *Geography Instruction; *Locational Skills (Social Studies); *Map Skills; *Maps; *Physical Geography; Primary Education; *Social Studies
This curriculum packet about maps, with seven accompanying lessons, is appropriate for students in grades K-3. Students learn basic concepts for visualizing objects from different perspectives and how to understand and use maps. Lessons in the packet center on a story about a little girl, Nikki, who rides in a hot-air balloon that gives her, and the students, different views of a park. The packet includes a teaching poster, seven step-by-step lessons plans, a picture of a hot-air balloon, two reproducible activity sheets, and 15

EveryBody"; (3) "Recommended Sequences for EveryBody Activities"; (4) "Information about HIV and AIDS"; (5) "Information on STDs"; and (6) "Information on Alcohol and Other Drugs." Twenty-four activities are included. (SM)

ED 448 119   SP 039 338

Knudson, Duane V.; Magnusson, Peter; McHugh, Malachy
Current Issues in Flexibility Fitness.
PUB DATE- 00
NOTE- 9p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Exercise Physiology; Higher Education; Injuries; *Musculoskeletal System; Physical Activities; Physical Education; *Physical Fitness
IDENTIFIERS- *Flexibility (Psychomotor); Sport Injuries

Physical activity is extremely important in maintaining good health. Activity is not possible without a certain amount of flexibility. This report discusses issues related to flexibility fitness. Flexibility is a property of the musculoskeletal system that determines the range of motion achievable without injury to the joints. Static flexibility tests measure the limits of the achievable motion, but these limits are subjective. Dynamic flexibility tests are more objective and measure the stiffness of a passively stretched muscle group. However, there are no recommended field tests available at this time. Normal ranges of static flexibility are well-documented for most joints. Major deviations from the norm may be associated with a higher incidence of muscular injury. While there is theoretical association between flexibility and several musculoskeletal problems, there are few prospective studies showing significant associations. Currently, there is little scientific evidence upon which to base individual prescriptions for static flexibility development beyond the maintenance of normal levels. Any recommendation for stretching to improve flexibility should be based on a valid assessment of flexibility using sound testing procedures. Recommendations for stretching procedures based on recent reviews of the viscoelastic response of muscle to stretching are presented. (Contains 85 references.) (SM)

ED 448 120   SP 039 631

Jyrhama, Riitta
Teaching Recipes and Mixed Patterns of Justification: Some Findings of Teachers' Pedagogical Thinking.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Innovations in Higher Education International Conference (Helsinki, Finland, August 30-September 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Student Teacher Attitudes; *Student Teacher Supervisors; *Student Teachers; *Student Teaching; *Thinking Skills
IDENTIFIERS- *Advice Giving; Finland; *Justification (Psychology); Practical Knowledge

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Curriculum Development; *Educational Change; Elementary Education; Elementary School Mathematics; Faculty Development; *Mathematics Curriculum; *Mathematics Education; *National Standards; *Teacher Role
IDENTIFIERS- *Teacher Leaders; Teacher Leadership

This qualitative case study examines the use of teacher leaders to support fellow teachers in the implementation of a standards-based mathematics curriculum. Empirical and theoretical research advocate that teacher leaders need to internalize and embody seven interdependent leadership roles in order to create real and sustained change. Data were collected via observations and interviews with two elementary teacher leader and classroom teacher pairs. Findings from this study show that four teacher leaders from two schools supported classroom teachers by providing administrative resource support and acting as a conduit for communication between teachers and district leaders. When additional funding was available from an outside grant, teacher leaders from one school embodied additional leadership functions of providing instructional and content knowledge support and developing mentoring relationships with teachers. The organizational structure provided by the outside grant enabled teachers and teacher leaders to examine good teaching practices in a mathematics classroom. As a result, teacher leaders from the funded school were able to provide instructional support as well as managerial support. Appended are: the conceptual framework, guiding questions for teacher leaders and classroom teachers, and the coding scheme. (Contains 76 references.) (SM)

ED 448 141 SP 039 659

Carter, Angela
Who Are We Not Calling On? A Study of Classroom Participation and the Implementation of the Name Card Method.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Elementary School Teachers; Grade 2; Primary Education; *Student Behavior; *Student Participation; *Teacher Behavior; *Teacher Expectations of Students; Teacher Student Relationship

This study involved observing a second-grade classroom to investigate how the teacher called on students, noting whether the teacher gave enough attention to students who raised their hands frequently by calling on them and examining students' responses when called on. Researchers implemented a new method of calling on students using name cards, which involves placing each student's name on an index card. When the teacher asks a question, a card is chosen for a response. Students were observed over 5 weeks, and the teacher was introduced to name cards. Students completed surveys asking which method of being called on they preferred. Overall, the teacher did not call on students who raised their hands as frequently as students chose to participate. This did not discourage students from continuing to raise their hands, though they appeared

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; Attitude Measures; Early Adolescents; Motivation; *Music; *Swimming

This study examined the effects of music on the motivation of 22 female and 5 male swimmers ages 10-13 years. These age-group swimmers practiced 2.0-2.5 hours per day and had six training sessions per week. Using observation logs, surveys, and open-ended questions, the study analyzed swimmers' perceptions of, and behavior when, listening to music during practice. The researcher observed swimmers' behavior in non-music conditions to establish a baseline and also observed them after the introduction of music during practice. The observation log helped categorize types of behavior and apparent attitudes during music and non-music conditions. Swimmers completed a survey that asked how they felt about music being played during practice. The open-ended questionnaire solicited their responses to music in an athletic setting and in an academic environment. Both the observations and feedback from swimmers indicated that listening to music during practice improved swimmers' attitudes and mood states, thereby enhancing their athletic performance. Swimmers pointed out that having music playing while giving instructions was distracting and counterproductive. Three appendixes contain the observation log, the survey, and the questionnaire. (SM)

ED 448 161 SP 039 696

Frost, Helen
Eating Right. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; *Foods Instruction; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the food groups of the food guide pyramid. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The seven sections include: "The Food Guide Pyramid," "Food Groups," "Healthy Food Choices," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 448 162 SP 039 697

Frost, Helen
Drinking Water. The Food Guide Pyramid.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Demography; *Graduate Students; Higher Education; *Instructional Effectiveness; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Undergraduate Students

Student course evaluations of classes within the College of Education at East Tennessee State University were examined to identify relationships and differences in perceived levels of instructional quality based on faculty characteristics. It was expected that this would identify characteristics most strongly associated with high ratings of instructional performance as measured along the dimensions of attitude, methods, content, interest, and instructor characteristics, five subscales of the college's Student Assessment of Instruction (SAI). These data allow comparisons with other institutions of higher learning. Both undergraduate and graduate students in the College of Education were given the SAI instrument for course evaluation. Data for 1,736 undergraduates and 1,025 graduate students for 1992 through 1997 were used. Analysis of variance and t-tests were used to identify differences on the SAI subscales based on instructor rank, department, year of administration, and semester. Analysis of the data revealed differences on the total rating scale and on each subscale. Post hoc multiple comparisons tests indicated that those at the rank of instructor received higher ratings than full professors. Adjunct faculty ratings were similar to those of full professors. The differences in ratings between faculty members at different ranks varied considerably, however, between departments. There were significant overall differences in ratings between the different academic departments, although some of these differences appeared to be related to whether the courses being rated were undergraduate or graduate level. No significant differences were found between ratings during the fall and spring semesters, between male and female faculty, or across the 7 years of administration. Differences in ratings may be due to factors other than instructional delivery, a finding that may call for further exploration. An appendix contains data tables. (Contains 13 tables and 12 references.) (SLD)

ED 448 183   TM 032 144

Franceschini, Louis A., III
Navigating Electronic Survey Methods: Three Pilot Studies.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Electronic Mail; Elementary Secondary Education; Pilot Projects; *Principals; *Research Methodology; *Surveys; *World Wide Web

A study was designed to compare traditional paper-and-pencil survey methods with several electronic alternatives, but several of the electronic approaches had to be eliminated because of hardware and software problems. The study was revised to compare paper-and-pencil and Web-based surveys. Two

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude; *Cooperative Learning; Educational Research; *Graduate Students; Graduate Study; *Group Activities; Higher Education; Knowledge Level; Performance Factors; *Research Methodology
IDENTIFIERS- *Treatment Interaction Analysis

This study investigated whether cooperative learning groups with the highest mean levels of knowledge of the research process, as measured via midterm and final examination scores, produced the best cooperative learning projects, as measured by the quality of research article critiques and proposals. It also explored whether heterogeneity was related to the quality of the group projects, and whether the size of the group was related to the quality of the output produced. Participants were 275 graduate students enrolled in several sections of an introductory level educational research course who, through a modified stratified random assignment procedure, formed 70 groups ranging in size from 2 to 7. Using group as the unit of analysis revealed a small-to-moderate positive relationship between the mean midterm and final examination scores and scores on the article critiques and proposals, a finding suggesting a "Matthew Effect" with respect to group outcomes. A positive relationship was found between degree of group heterogeneity at the midterm level and scores on the projects. Also, a quadratic trend defined the relationship found between group size and performance on the article critique. Finally, a treatment (i.e. group heterogeneity level) times aptitude (i.e., mean midterm group performance) was found with respect to the article critiques produced. (Contains 1 figure and 65 references.) (Author/SLD)

ED 448 204 TM 032 234

Onwuegbuzie, Anthony J.; Daniel, Larry G.
Reliability Generalization: The Importance of Considering Sample Specificity, Confident Intervals, and Subgroup Differences.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Generalization; *Reliability; *Research Methodology; Statistical Significance

The purposes of this paper are to identify common errors made by researchers when dealing with reliability coefficients and to outline best practices for reporting and interpreting reliability coefficients. Common errors that researchers make are: (1) stating that the instruments are reliable; (2) incorrectly interpreting correlation coefficients; (3) not reporting reliability coefficients for their own sample; (4) conducting tests of statistical significance on reliability coefficients; and (5) failing to report the reliability of difference scores when examining gain scores. It is recommended that researchers report reliability coefficients for their own data and that they interpret confidence intervals around reliability coefficients, considering that reliability coefficients should be reported not only for the full sample at hand but also for each subgroup. A heuristic example is used

Universities will not accept a minority student; succeeding in a post-affirmative action environment; promoting graduate study and overcoming three barriers (student recruitment, admissions, and retention); and what can be learned from the women's movement. (Contains 23 references.) (SM)

ED 448 224 UD 033 881

Tapia, Richard; Chubin, Daryl; Lanius, Cynthia
Promoting National Minority Leadership in Science and Engineering: A Report on Proposed Actions.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Engineering Education; Equal Education; Higher Education; *Leadership Qualities; Management Development; *Mathematics Education; *Minority Groups; *Science Education
IDENTIFIERS- National Science Foundation

This report is based on a 1999 National Science Foundation (NSF) summit on the future of minority leadership in science and engineering. The summit examined what it would take to create, from among members of ethnic or racial minority groups, leaders with scientific, mathematical, and engineering skills and credentials. The purpose of the summit was to develop an effective action plan to present to universities, industry, government, and funding agencies that would give specific suggestions on ways to develop critical national minority leadership. The summit's discussions revolved around various dimensions of leadership (academic practices, the role of information, career paths, why sponsors matter, and subcultural differences in negotiating social reality). The NSF's role was examined. Proposed actions included: creating a national leadership academy with a fellows program, a site program, and a research and evaluation program; creating a coalition of minority science and technology associations; appointing a federal diversity coordinator; and disseminating this report to anyone interested in the issues addressed. Appended are: a selected bibliography and data sources; a list of summit participants; the meeting evaluation; a framework, "Lack of Minority Leadership: Possible Causes and Plausible Solutions" (Richard Tapia); and Web resources. (SM)

ED 448 225 UD 033 882

Molnar, Alex
Smaller Classes Not Vouchers Increase Student Achievement.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Class Size; *Educational Vouchers; Elementary Secondary Education; High Risk Students; Poverty; Private Schools; Public Schools; School Choice; *Small Classes
IDENTIFIERS- California; Cleveland Public Schools OH; Indiana; Milwaukee Public Schools WI; Nevada; Pennsylvania; Tennessee

college. College preparation must be more than a series of well-orchestrated mechanical and sequential services. It is an inherently complex and value-laden process. Attention must be paid to the inextricably intertwined technical, cultural, and political components to create not only well-intentioned but well-planned and implemented programs that can change the landscape of postsecondary attainment for minority youth from low-income neighborhoods. (SLD)

ED 448 244 UD 033 903

Oesterreich, Heather
Characteristics of Effective Urban College Preparation Programs.
ERIC Digest Number 159.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *College Preparation; *Cultural Awareness; Disadvantaged Youth; *High School Students; High Schools; *Minority Groups; *Program Effectiveness; Urban Schools; *Urban Youth
IDENTIFIERS- ERIC Digests

This digest reviews approaches that have been proven effective in preparing urban minority youth for college. Precollege programs that offer comprehensive approaches and combine a variety of services have the largest impact on college access for minority youth in low-income neighborhoods. The most effective programs are of substantial duration and focus on readiness rather than remediation. The key element of a college preparation program is its ability to provide students with the information and experiences necessary for postsecondary attainment. An effective program uses a variety of teaching strategies, including direct teaching in a variety of content areas, summer enrichment programs, individual and group counseling, tutoring, college visits and courses, peer and adult mentoring, and motivational speakers. Effective programs are characterized by academic support that includes pipeline courses, study skills and test preparation instruction, and high expectations. These programs also have social support components that incorporate parent involvement, peer support, cultural affirmation, and community involvement. Financial support, support for success in the college climate, and support in developing necessary competencies, especially social and cultural capital, are required, as well. Staff development is also an essential part of successful precollege programs. (Contains 10 references.) (SLD)

ED 448 245 UD 033 904

Broaddus, Matthew; Ku, Leighton
Nearly 95 Percent of Low-Income Uninsured Children Now Are
Eligible for Medicaid or SCHIP: Measures Need To Increase
Enrollment among Eligible but Uninsured Children.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

To study the factors that cause some university departments to produce excellent research and provide excellent research training, this book considered the factors underlying research efforts in four innovative and three stagnant Swedish university departments in the social sciences. Data were gathered through interviews with 152 doctoral students, lecturers, and professors over 2 years. Findings refute the idea that the best way to counter threats to excellent research and teaching posed by mass university education is through government supervision and control, emphasizing instead the importance of the individual operational university units. The chapters are: (1) "In Pursuit of Academic Excellence"; (2) "Introducing the Study"; (3) "Picturing the Departments in Figures"; (4) "Collaboration and Intellectual Community"; (5) "Civicness and Social Cohesion"; (6) "Authority and Patterns of Hierarchy"; (7) "Stability, Institutional Change and the Road to Community"; (8) "Creativity: An Essential By-Product"; and (9) "Organising Innovative Research." (Contains 166 references.) (SLD)

ED 447 746 HE 033 589

Walvoord, Barbara E.; Carey, Anna K.; Smith, Hoke L.; Soled, Suzanne W.; Way, Philip K.; Zorn, Debbie
Academic Departments: How They Work, How They Change. ASHE-ERIC Higher Education Report, Volume 27, Number 8. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 150p.; This series is published eight times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Departments; *Educational Change; *Higher Education; Needs Assessment; *Program Development; Qualitative Research

A literature review, the experiences of the authors, and the results of the Project To Improve and Reward Teaching (PIRT) at the University of Cincinnati, Ohio, are used to derive suggestions for change in academic departments. A qualitative study of change in eight PIRT departments has provided data to support the suggestions. Assessing the pressures for change is a first step for practitioners who are planning change in an academic department. Seeking the greatest possible understanding of how departments work and how departmental structures and cultures suggest avenues for change is a necessary second step. Implementing change strategies adapted to the local situation must follow. A final step is considering what the department should be. Departments in the future must build on their own particular qualities, structures, and cultures to fulfill their crucial roles. The chapters are: (1) "Introduction"; (2) "Assessing the Pressures for Departmental Change"; (3) "Examining Values in the Department"; (4) "The Discipline and the Department"; (5) "Departmental Relations with Central Administration"; (6) "Departmental Organization, Decision Making, and Interaction"; (7) "Departmental Leadership"; (8) "Departmental Work, Faculty Roles, and Rewards"; and (8) "Conclusions: Departmental Change." An appendix summarizes departmental characteristics and avenues for change. (Contains 1 table and 278 references.) (SLD)

ED 447 747 HE 033 590

future research, creativity, and racial, cultural, and gender identity). A set of 25 tables present data on minority students and faculty. (Contains 100 references.) (SM)

ED 447 767   HE 033 611

Weiss, Renee E., Ed.; Knowlton, Dave S., Ed.; Speck, Bruce W., Ed.
Principles of Effective Teaching in the Online Classroom. New Directions for Teaching and Learning. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 94p.; Published quarterly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Access to Education; College Faculty; College Students; *Computer Uses in Education; Curriculum Development; Disabilities; *Educational Technology; Ethics; Evaluation Methods; Higher Education; Internet; Liberal Arts; Student Centered Curriculum
IDENTIFIERS- Learning Communities; *Online Courses; *Virtual Classrooms

This volume highlights the challenges that electronic classrooms pose to faculty and students. The papers discuss both the pedagogy and the design of online courses. The 11 papers include: (1) "A Theoretical Framework for the Online Classroom: A Defense and Delineation of a Student-Centered Pedagogy" (Dave S. Knowlton); (2) "Designing Instruction for Learning in Electronic Classrooms" (Gary R. Morrison and Peter F. Guenther); (3) "Components of the Online Classroom" (Zane L. Berge) (4) "Making Decisions: The Use of Electronic Technology in Online Classrooms" (Michael Simonson); (5) "Students as Seekers in Online Courses" (Mark Canada); (6) "Accommodating Students with Special Needs in the Online Classroom" (Thomas J. Buggey); (7) "Humanizing the Online Classroom" (Renee E. Weiss); (8) "Promoting Deep and Durable Learning in the Online Classroom" (Douglas J. Hacker and Dale S. Niederhauser); (9) "Evaluating Students' Written Performance in the Online Classroom" (John F. Bauer and Rebecca S. Anderson); (10) "The Academy, Online Classes, and the Breach in Ethics" (Bruce W. Speck); and (11) "Epilogue: A Cautionary Note about Online Classrooms" (R. W. Carstens and Victor L. Worsfold). (Individual papers contain references.) (SM)

ED 447 768   HE 033 612

Schroeder, Charles C.
Understanding Today's Students in a Changed World.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 00
NOTE- 18p.; Theme issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Responsibility; *College Students; Diversity (Student); Educational Environment; Governing Boards; Higher Education; Moral Values; School Holding Power; Stress Variables; *Student Behavior; *Student Characteristics; Student Experience; Student Personnel Services; *Trustees
IDENTIFIERS- Risk Reduction; Risk Taking Behavior

This issue highlights the undergraduate experience and the increasingly important role of student affairs professionals in creating educational environments that enhance student success. It compares college students in the 1960s to today's students,

Curriculum Development; Decision Making; *Educational Planning; Educational Research; *Educational Technology; Elementary Secondary Education; *Instructional Development; School Districts; *Standards
IDENTIFIERS- Connectivity; Information Infrastructure; *North Carolina; *Technology Plans

The purpose of this guide is to present the essential technical considerations for implementing the North Carolina Instructional Technology Plan (NCITP). It addresses three main areas fundamental to the development and execution of long-range technology plans: collaboration, connectivity, and hardware/software configurations. The first section recommends that collaborative undertakings be considered for the following areas: purchasing, evaluation, support, maintenance, training, license management. The second section outlines the following issues that impact connectivity decisions: security, support, resource availability, wiring, electronics, LAN, WAN. The third section is divided into four subsections on determining requirements, model hardware/software and network configurations, comparison of model configurations, and other considerations. A final section provides a table that references all of the documents available to support the technological infrastructure needed for the instructional initiatives. (AEF)

ED 447 789 IR 020 410

Gorard, Stephen; Selwyn, Neil
Investigating the Role of Technology in Widening Participation in Lifelong Learning. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; Distance Education; Educational Development; Foreign Countries; Higher Education; Lifelong Learning; Pilot Projects
IDENTIFIERS- *Technology Role; United Kingdom

This small-grant funded project was intended to act as a pilot study looking at the use of information and communications technology (ICT) in adult education. In particular, the project aimed to investigate the use of ICT in extending patterns of participation in adult education to those social groups presently excluded from learning; one of the oft-stated rationales for the funding of such programs in the United Kingdom and United States. Over the course of the year, the project followed the development of the Digital College ICT-based program in Wales, alongside the concurrent implementation of the UK-wide national government initiatives the "University for Industry" and "learndirect." In doing so, a range of research instruments were developed, used and refined, primary and secondary data were collected and analyzed, and directions for future research formulated. The scope of the data collected allowed a series of tentative conclusions to be reached regarding the effectiveness of ICT-based education to achieve its aims. The overall preliminary finding from the project is the wide disparity between the enthusiastic rhetoric surrounding ICT-based education and the reality 'on-the-ground,' as it presently stands. (Author/AEF)

ED 447 790 IR 020 412

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: independent U.S. oil companies struggle to survive, U.S. presidential candidates head east after their West Coast blitz, affordable housing a growing concern, and education reform is a key issue in the U.S. presidential campaign, (November 1-3); voter turnout in the U.S. has been low in recent years, candidates Bush and Gore wind down their presidential campaigns, Americans wait as a Florida recount determines their next president, and confusion and controversy surround Florida's election ballots (November 6-10); the GOP tries to stop the manual recount of ballots in Florida, Americans voice their opinions about the presidential election, Florida stays certification amid new court filings, the legal battle continues over Florida's ballots, and Florida's supreme court rules that ballot recounts can continue (November 13-17); Florida's supreme court hears the manual recount issue, some voters grow weary of the post-election court fight, and Florida's supreme court makes an important ruling (November 20-22); George W. Bush is declared the winner of Florida's presidential election, Bruce Morton looks at the precedent in the Supreme Court for states' rights cases, many wonder how the U.S. Supreme Court will impact the presidential election, the legal recount is primarily funded by donations, ballots shipped to Tallahassee, and the U.S. presidential race causes volatility on Wall Street (November 27-30). (AEF)

ED 447 086 IR 020 442

Harris, Larry A.
Patterns of Promise.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 112p.; This is an AEL Internet enabled publication; go to http://www.LookForTheD.com to download and install the free Digimarc MediaBridge software.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Instructional Innovation; Professional Development
IDENTIFIERS- *Technology Implementation; *Technology Integration

This book describes exemplary uses of technology in several schools in the Southeastern United States. Educators throughout the region were invited to nominate programs that demonstrate effective uses of technology for instruction. A panel of experts chose the 12 most outstanding examples. The descriptions provide contact information and, if applicable, Web addresses for the programs. Chapter 1, "The Project Approach to Integrated Learning," describes five programs that

IDENTIFIERS- Information Infrastructure

This paper discusses developments in information and communications technologies and their impact on university libraries. Topics addressed include: (1) background, including the Information Revolution, the Knowledge Economy, implications for education and information services, and responses to the challenges of globalization; (2) university libraries, including the role of libraries; (3) challenges of electronic information, including the shift to electronic publications and the creation of appropriate information architectures; (4) information skills, including provision of comprehensive and up-to-date training; (5) pedagogical change, including the dialog between teachers and librarians; (6) research, including provision of access to scholarly information and relevant data; (7) intellectual property, including policy and legislation, the ownership and use of copyrighted material, and the implications of the trend toward licensing; (8) infrastructure, including the implementation of increasingly integrated information resource access systems and adoption of knowledge management; and (9) technological university libraries. (MES)

ED 447 826 IR 057 948

Carnaby, Penny
Watch Our Lips! New Skills and Services for the Knowledge Age.
PUB DATE- 00
NOTE- 6p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942. Appendices of PowerPoint slides are not included in the printed document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Government Role; Information Literacy; *Information Policy; *Information Services; Information Skills; *Library Associations; Models; Policy Formation
IDENTIFIERS- Knowledge; *National Information Policy; New Zealand; United Kingdom

This paper describes how the Library and Information Association of New Zealand Aotearoa Te Rau Herenga O Aotearoa (LIANZA) has mobilized the library and information profession in New Zealand to present key messages to the new government which describe a vision of how an integrated National Information Strategy (NIS) will help the government to realize some of the benefits of a knowledge led world. Highlights include: (1) the LIANZA Information Policy Summit (LIPS), held in December 1999, at which representatives of the library profession met to negotiate key messages from the profession that were delivered to the government; (2) the three main components in the New Zealand NIS model, i.e., knowledge access, knowledge resources, and knowledge equity; (3) comparison with the United Kingdom's NIS; (4) LIANZA activities planned for June/July 2000, including an extensive lobbying campaign to progress the NIS and a second LIPS (LIPS2); (5) LIANZA initiatives within the library profession; and (6) common themes in the changing workplace. (MES)

ED 447 827 IR 057 949

the college's programs. The study found that employers were satisfied with nine areas of knowledge and skills that were evaluated in the survey. "Thinking creatively" was rated highest, while "math skills" was rated lowest. Employers were overwhelmingly satisfied with graduates' professional behaviors. Satisfactory ratings were as follows: "cooperation" (94%), "initiative" (92%), "dependability" (97%), and "decision-making skills" (88%). Employers were asked to evaluate their overall perception of "occupational/technical training" (rated excellent or good by 79% of respondents) and "general education" (rated excellent or good by 77% of respondents). Areas most often cited by employers as "needs improvement" were "solving problems" and "decision-making skills." Eighty-nine percent of employers rated "overall job performance" of the college's graduates as either excellent or good. A large majority (94%) of employers would employ the college's graduates from the same program if appropriate positions were available. Overall, employers are satisfied with the preparation of the college's graduates in terms of knowledge, skills, and professional behaviors. Appendices include the 1998 employer survey instrument. (VWC)

ED 447 846 JC 010 010

Janicki, Heidi
Tidewater Community College Biennial Transfer Student Report, 1996-97 and 1997-98 Academic Years.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Higher Education; *Outcomes of Education; *Transfer Rates (College)
IDENTIFIERS- *Tidewater Community College VA

This report provides an analysis of Tidewater Community College (TCC) (Virginia) students who transferred to a four-year institution in Virginia beginning in fall 1996 or 1997. The following topics are discussed: overview of the transfer process; acceptance and enrollment rates for each of the four-year institutions; performance of TCC graduates and non-graduates; performance at transfer institutions; relationship between ethnicity and acceptance, enrollment, and performance; relationship between developmental education at TCC and subsequent performance at the transfer institution; and student perceptions of the transfer process. Results show that overall, TCC students who transferred to a four-year institution felt that the transition was uncomplicated. The majority of students reported that all of their TCC credit hours were accepted. Students also felt that they were well prepared for the demands of a four-year institution. GPA performance data from four-year institutions showed that TCC transfer students were successful. The majority of TCC students transferred locally to Old Dominion University (ODU) (64%). Forty-nine percent of these students earned a grade point average (GPA) of 3.0 or greater at ODU. TCC's transfer students perform at a similar academic level compared to ODU's nontransfer students. The average GPA of TCC's transfer students at ODU was 2.76, and the average GPA of ODU's nontransfer students was 2.57. Performance at many other four-year institutions was also above average. (VWC)

ED 447 847 JC 010 011

recruitment suggestions, the continuation rate into public postsecondary education if the rate was below 50%, the destination of high school graduates, and the existence of magnet programs. Tables 2 and 3 describe the background data used in the summary of Table 1. Table 2 displays the School Indicators selected for this report, and shows the State Average and Miami-Dade County average for each. Table 3 displays data on the destination of 1997-98 public high school graduates. (JA)

ED 447 867   JC 010 034

Executive Compensation in the California Community Colleges, 1999-00.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Presidents; *Community Colleges; *Salaries; *Superintendents; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report of the California Community Colleges Chancellor's Office lists salary information for chief executive officers in the California Community College System, as well as salary information for the chancellor's executive staff, for 1997-98, 1998-99, and 1999-2000. Three major configurations of community college organizational structure were observed: (1) 20 multi-college districts, administered by chancellors with an average 1999-2000 compensation of $154,466; (2) 56 colleges in multi-college districts, administered by presidents with an average 1999-2000 compensation of $116,749; and (3) 51 single college districts, administered by superintendent/presidents with an average 1999-2000 compensation of $129,676. The 1999-2000 salaries for executives in the Chancellor's Office range from $60,494 to $169,860. Tables are included listing executive compensation by district and individual college for as well as compensation by position title for the California Community Colleges Chancellor's Office Executive Staff over the same three year period. (PGS)

ED 447 868   JC 010 035

Baldwin, Anne
Program Performance: Placement Status of 1997-98 Graduates of Vocational Programs. Information Capsule 2000-12C.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; *Job Placement; Outcomes of Education; Program Effectiveness; Program Evaluation; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Miami Dade Community College FL

The report presents data on the placement status of 1997-98 vocational program graduates of Miami-Dade Community College (M-DCC) (Florida) one year after graduation. For this report, state-defined criteria for positive placement status include relatedness of employment to program on training, continuing higher education, and serving in the military. Placement rate results reveal program viability when taken in the context of trend data and actual (in-program) enrollments over a period of years. There were 2,004 graduates from 73 active vocational mutual commitments from a leading, doctoral-level university and leaders from the community colleges; it defines "leadership" inclusively to embrace responsible roles within the ranks of trustees, faculty, and administrators; it accords the community colleges a strong and continuing role in shaping the academic preparation of its own leaders; and its success depends upon the active participation of both public and private universities throughout our region. This document explains the reasons for the partnership and the basic nature of its plans, as of May 2000. Part I, the "Challenge to Leadership," defines the leadership challenge as seen by the Board of CCLDI following a yearlong process of consultation with community college colleagues and university representatives. Part II, "Our Response: Creating a Community College Leadership Institute," outlines the partnership's plans to meet the leadership challenge. An appendix contains more detailed reports on the results of administrative and faculty surveys that helped shape the partnership's plans and summary of discussions with universities in 1999. (VWC)

ED 447 889 JC 010 057

Baldwin, Anne
Performance Review: Postsecondary Adult Vocational Programs. Report Years 1989-90 through 1997-98.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; *Enrollment Rate; *Enrollment Trends; *Job Placement; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This document describes the number of enrollees, graduates and placements connected with Postsecondary Adult Vocational Education (PSAV) programs at Miami-Dade Community College, and in the Florida Community College System. Data for Miami-Dade relate mostly to the 1994-95 through 1997-98 timeframe, while Florida system data span 1989-90 through 1997-98. Nine tables of data specific to Miami-Dade indicate that: (1) in 1996-97, there were 37 active programs, 1,900 PSAV in-program enrollments and 711 completions; (2) in 1997-98, 10 programs produced 86% of all in-program PSAV enrollments (Private Security Guard, Business Software Applications, Law Enforcement, Correctional Officer, Accounting Operations, Business Supervision, International Marketing, Legal Secretarial, Bail Bonding, and Coder Specialist); (3) in 1997-98, 10 programs accounted for 93% of all completers (Law Enforcement, Correctional Officer, Business Software Applications, Accounting Operations, International Marketing, Business Supervision, Bail Bonding, Phlebotomy Technician, Coder Specialist, and Electronic Technology). Statistics for Florida Community College System (1989-90 through 1997-98) describe number of PSAV enrollees, graduates and placements for each of 37 programs, identifying trends in program enrollments and related statistics. Appendices include a quick reference to administrative information for PSAV programs, including program codes, dates of program activation, test level requirements and clock hour conversions to vocational credits for award completion. (PGS)

ED 447 890 JC 010 058

Increasing Student Ability To Transfer Knowledge through the Use of Multiple Intelligences.
PUB DATE- 00
NOTE- 131p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Cooperative Learning; Educational Experience; *Elementary School Students; Elementary Secondary Education; Journal Writing; Learning Experience; Learning Motivation; Learning Strategies; *Life Events; *Multiple Intelligences; Prior Learning; Program Effectiveness; *Secondary School Students; Student Improvement; Student Motivation; *Transfer of Training
IDENTIFIERS- *Knowledge; Knowledge Acquisition; Knowledge Development; *Transfer Effect

This action research project implemented and evaluated a program for improving student transfer of knowledge to real life experiences. The targeted population consisted of second, sixth, and tenth grade students in a Midwestern community located outside of a major city. Evidence suggested a need for this program as documented by teacher generated assessments, teacher observations, and student reflection. Analysis of probable cause data revealed that students had difficulty transferring knowledge due to the lack of motivation and the inability to make connections between classroom lessons and real life situations. Other factors were students' ages, students' developmental levels, and students' lack of prior knowledge. A review of solution strategies suggested that students improve their knowledge transfer through the use of multiple intelligences, cooperative learning experiences, and journaling. These strategies were implemented over 15 weeks. Post intervention data indicated an increase in student transfer of knowledge from classroom to daily life activities. (Author/SD)

ED 447 909 PS 028 986

Give Us Wings! Let Us Fly! Communities and Schools Working Together: After-School Programs.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *After School Education; *After School Programs; Child Safety; *Community Programs; Elementary Secondary Education; Pamphlets; Parent Materials; *School Community Relationship
IDENTIFIERS- Program Characteristics

After-school programs help to improve student academic achievement, keep children safe after school, keep children out of trouble, and build self confidence. This pamphlet summarizes the benefits of after-school programs, provides suggestions for locating a program, and delineates features of quality programs. The pamphlet also briefly describes four effective after-school programs and provides suggestions for parents on getting involved in their community to improve the quality of after-school programs. Finally, the pamphlet delineates organizational and Web site resources and provides a postcard letters of consent, interview schedules, and a glossary. Contains 169 references.) (KB)

ED 447 928   PS 029 026

Podmore, Valerie N.; Meade, Anne
Aspects of Quality in Early Childhood Education. Literature Review Series.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 00
NOTE- 56p.; "With Anne Kerslake Hendricks."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Early Childhood Education; *Educational Quality; Foreign Countries; Literature Reviews; *Preschool Teachers; Professional Development; Public Policy; Reflective Teaching; State of the Art Reviews; *Teacher Qualifications; Teacher Role
IDENTIFIERS- *Caregiver Qualifications; *Indicators; New Zealand

Noting that research demonstrates that high quality early childhood education (ECE) has long-term benefits for children, this review outlines definitions of quality early childhood education within the context of New Zealand. The focus is mainly on two specific aspects of quality: staff qualifications and indicators of quality. The review notes that there has been a long-held vision that, in New Zealand, ECE will be provided by well-qualified staff. Further, it is widely recognized by professionals and within the regulatory and advisory services provided by the government that training and qualifications are key components of ECE quality. The review affirms the importance of qualifications for high quality ECE services and for children's learning and development. The contribution of evaluation and accreditations systems is also evident, but weaker. Research findings indicate that regulating levels of staff qualifications, and having staff who hold coherent qualifications, enhances the quality of ECE teaching practice. There is also evidence that the effectiveness of professional development is influenced by staff qualifications and by the number of qualified staff in the early childhood service or center. The review notes that teaching practice and responsive interactions within early childhood settings influence child outcomes. An emerging theme relates to the role of reflective early childhood practitioners who are attuned to children's perspectives. The review summarizes the current situation regarding qualification requirements and outlines work toward coordinating recent initiatives on practitioner self-evaluation. Two appendices delineate current requirements for ECE in New Zealand and illustrate links between evaluation projects in New Zealand. (Contains 103 references.) (KB)

ED 447 929   PS 029 027

McKinley, Sheridan
Maori Parents and Education: Ko Nga Matua Maori me te Matauranga.
PUB DATE- 00
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Administrators; Aspiration; Bilingual Education; Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Maori (People); *Parent Attitudes; Parent Role; *Parent School

"Gender Inequalities: At the Core Lies Our Failure To Address Working Families' Needs," focuses on working conditions for America's women. Chapter eight, "Society's Best Prospect: An Equal Chance for All Children and Adults," focuses on what must be done to meet the caregiving needs of the nation. (SD)

ED 447 947   PS 029 051

Korintus, Marta
Early Childhood in Central and Eastern Europe: Issues and Challenges. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph No. 13/2000. First Central and Eastern European Early Childhood Care and Development Meeting (Budapest, Hungary, October 24-28, 1999).
PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; At Risk Persons; Child Development; Childhood Needs; *Early Childhood Education; Educational Research; Family Programs; Family (Sociological Unit); Foreign Countries; International Cooperation; International Organizations; Program Descriptions; Research Projects; *Young Children
IDENTIFIERS- Albania; Armenia; Azerbaijan; Europe (Central); Europe (East); Romania; Slovakia; Ukraine; Yugoslavia

This document is comprised of the proceedings from the first Central and Eastern European Early Childhood Care and Development (ECCD) meeting in Budapest, Hungary, October 24-28, 1999, convened to begin the development of an ECCD network in the region to address the similar needs and concerns of children in these countries. Following an introductory chapter describing the organization of the meeting, discussions concerning the objectives for the network, a possible working structure, and country representatives' responsibilities, the following papers reporting on the situation of children and available services are presented: (1) "Situation of Children in Albania" (Altin Hazizaj); (2) "Conditions of Education and Development of Children in Armenia" (Gurgen Vardanyan); (3) "Early Childhood Care and Development in Azerbaijan" (Iskander Iskanderov); (4) "Childhood in Romania"; (5) "Pre-school Education in Romania" (Anca Butuca); (6) "Family Education Programme in Romania"; (7) "Situation of Preschool Aged Children in the Slovak Republic" (Zita Badurikova); (8) "Early Childhood Care and Development in Ukraine" (Lydia Derkach); (9) "All-Ukrainian NGO 'Our Children'" (Vadim Georgienko); and (10) "Transforming Early Childhood Practices in Yugoslavia" (Mirjana Pesic). A list of conference participants is appended. (KB)

ED 447 948   PS 029 052

Jacobson, Bob; Grigsby, Tamara; Roberts, Brandon; Wehrly, Mark
WisKids Count Data Book, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 192p.; For 1999 Data Book, see ED 435 451.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography;

what types of care seem to be in short supply. In addition, the chapter examines the strategies states use to distribute quality funds and the extent to which those funds are targeted to the improvement of care for low-income families versus more general improvement. The report's concluding chapter discusses some of the implications of the report's findings. Numerous tables are appended. (HTH)

ED 447 965 PS 029 079

Prisoners of Time: Too Much To Teach, Not Enough Time To Teach It.
PUB DATE- 00
NOTE- 103p.; For 1994 report, see ED 378 686. Original report by the National Education Commission on Time and Learning. "Expanded and updated for 2000 by Staff Development for Educators." With a statement by Jim Grant, Char Forsten, and Irv Richardson. Foreword by Denis P. Doyle and epilogue by John Hodge Jones.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Innovation; *Efficiency; Elementary Secondary Education; Extended School Day; Extended School Year; *Instructional Improvement; Performance Factors; Professional Development; Scheduling; *Time Factors (Learning); *Time Management; Time on Task

In 1994, the National Education Commission on Time and Learning (NECTL) published "Prisoners of Time," an eye-opening study into how much schools are governed by the clock and calendar, and how families, administrators, and teachers are subsequently affected. This report expands and updates the 1994 report, adding informative questions and answers addressing a variety of critical issues in education, including time reform, instructional configurations, before- and after-school programs, school readiness, poverty, and technology; updated statistics; and current reports on five schools featured in the 1994 report for their unique educational programs and skillful use of time. (HTH)

ED 447 966 PS 029 082

Schulman, Karen
The High Cost of Child Care Puts Quality Care out of Reach for Many Families. Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Booth Ferris Foundation, New York, NY.; Citigroup Foundation, New York, NY.; Prudential Foundation, Newark, NJ.
PUB DATE- 00
NOTE- 47p.; For 1998 edition, see ED 426 785.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Economically Disadvantaged; Tables (Data)
IDENTIFIERS- *Child Care Costs; Child Care Needs; Child Care Resource Centers

This issue brief presents data on the cost of child care, collected from local child care resource and referral agencies (CCR&Rs) surveyed by the Children's Defense Fund. The report's in rural areas. Findings indicate that, in these states, commercial investment in telecommunications infrastructure has been weak in sparsely populated rural areas. Consequently, rural communities suffer increased communication costs, which make it more difficult to attract businesses and growing families. Several ISPs expressed interest in expanding if the cost structure were more favorable, but their dependence on the local telephone infrastructure defined their pricing structure and service offerings. The 1996 Communications Act exempts incumbent rural telephone companies from the requirement to unbundle their networks to would-be competitors, giving them a virtual monopoly in their areas. States also created exemptions that contradict policies designed to enhance telephone calling areas and Internet access. Competition has been advanced as the mechanism to redress access problems, but deregulatory rulings erode traditional universal service supports, and findings suggest that upgraded rural infrastructure will not be as plentiful from Bell Operating Companies as ISPs would like. Most consumers have seen little competition to date and few of its rewards. (TD)

ED 447 984   RC 022 628

McKenzie, Fiona Haslam
Impact of Declining Rural Infrastructure.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Community Services; Farmers; Foreign Countries; Geographic Isolation; *Human Services; Parent Aspiration; Public Policy; Quality of Life; Retrenchment; *Rural Areas; Rural Education; *Rural Farm Residents; Rural Women; Small Towns; *Well Being
IDENTIFIERS- Access to Services; *Australia (Western Australia); Community Viability; *Infrastructure

A study investigated the impact of declining rural community infrastructure on social, environmental, and economic well-being in Western Australia's central wheatbelt. Questionnaires were completed by 398 residents of the central wheatbelt, on-farm interviews were conducted with 68 respondents, and 4 focus groups were held in area towns. Respondents reported that while farm income increased during the previous 10 years, disposable income decreased. Few respondents were confident that their children would live close by in adulthood due to lack of work opportunities. General health services were a concern, but participants were prepared to live with the current service provided it was not further reduced. However, mental health was a recurring issue, with many indicating that mental health issues encompassed unresolved family issues and sustained stress and were having a direct impact on the economic viability of some enterprises. Lack of telecommunications service and loss of banking and postal services contributed to a business drain from small communities. The reduction of social services especially affected women, who were leaving because of isolation and limited support. Declining enrollment threatened the survival of some schools. In addition, many parents reported that they would move or send their children away if good education was not locally available, thus further impacting enrollment. The rural voting population is not large enough to persuade politicians to subsidize rural infrastructure, so the rationalization trend will likely continue. Withdrawal of infrastructure and services based

Fourche Valley School District in central Arkansas has a single K-12 school serving 157 students. Surrounded by the Ouachita National Forest, Fourche Valley is unusually isolated and lacking in economic opportunity, leading to "low aspirations" among students who desire to remain in the area. Nevertheless, the school is thriving in the face of adversity and serves as the true center of the community in the absence of any local governing bodies or civic organizations. Interviews and focus groups with administrators, high school teachers, parents, students, and other community members revealed various signs of school success and progress: a positive school climate characterized by friendliness and caring; a beautifully maintained school facility; access to technology and distance education partnerships with other small districts; recent improvements in curriculum and instruction and an emphasis on relevance in curriculum; uncommon professional development strategies; extensive engagement of community adults in school activities; strong leadership by the superintendent, principal, and school board president; a long-term partnership with Arkansas Tech University; and addition of new talented teachers following state-mandated pay raises. Despite these characteristics, the school's survival ultimately depends on the economic viability of the valley and the ability of the district to hold off state advocates of consolidation. (SV)

ED 448 002 RC 022 713

Howley, Craig B.
Organizational Resources for Sustaining and Improving Small Rural High Schools.
PUB DATE- 00
NOTE- 34p.; In "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Annotated Bibliographies; Educational Facilities; Educational Policy; *High Schools; *Information Sources; *Organizations (Groups); Resources; Rural Schools; School Administration; School Community Relationship; *Small Schools

Organization and information resources are presented to help community and school district leaders sustain and improve small high schools. Contact information and brief descriptions are provided for 11 organizations that either have a significant direct influence on educational policymaking or assemble knowledge and information helpful to efforts to influence policy; 9 organizations with a primary interest in the mutual engagement of schools and communities; 3 organizations that offer resources for rural school facility construction; and 8 organizations that devote a large portion of their resources to school and curricular leadership. A short reading list describes nine books that emphasize ways to put the "big picture" of rural education together with the details of school improvement and community development. Thirty relevant ERIC Digests are listed. (SV)

ED 448 003 RC 022 715

Joining Forces: Engaging with Community To Improve Rural Student Achievement. Community Engagement Guide.
SPONS. AGENCY- Office of Educational Research and Improvement

experiments include the use of the scientific method, measurement, laboratory instruments, and safety procedures. (YDS)

ED 448 022 SE 064 153

Population Education Accessions List, January-April 2000.
PUB DATE- 00
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Population Distribution; *Population Growth
IDENTIFIERS- *Population Awareness Education; Population Ecology

This document contains output from a computerized bibliographic database. This issue is divided into four parts. Part I consists of titles that address various aspects of population education and is arranged by country in the first section, and general materials in the second section. Part II presents knowledge base information and consists of titles that address the different multidisciplinary aspects of population education. The major multidisciplinary topics covered include documentation; environment and environmental education; fertility and family planning; reproductive health; adolescent reproductive and sexual health; health; HIV/AIDS; information and communication; migration, urbanization and human settlement; population and sustainable development; demography; gender equality, equity, and empowerment of women; and research and evaluation. Part III consists of titles of various kinds of audio-visual and IEC aids (films, slides, charts, kits, and videotapes) that address aspects of both knowledge base and population education. Part IV contains the appendices which consist of lists of publishers and sources, a subject index, and a geographical index. (SAH)

ED 448 023 SE 064 190

Caillods, Francoise; Gottelmann-Duret, Gabriele; Lewin, Keith
Science Education and Development: Planning and Policy Issues at Secondary Level.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; *Educational Change; *Educational Development; *Investment; Position Papers; *Science Education; Scientific Literacy; Secondary Education; Technology

This book is a guide especially for developing nations to assist governments in the process of educational change. Science and technology are vital elements of development and future growth. Large scale investments in science education have been a priority for the last 30 years in developing nations. This book describes how best to plan investment in science at the secondary school level. The program presented is based on a five-year research program that was conducted at the International Institute for Educational Planning (IIEP). This reports provides insight into the different methods of science education in different countries and examines the main issues are the focus of the lesson, the time required for the activity, and the materials needed to perform the activity. A detailed procedure section for each activity is also included. (SAH)

ED 448 049 SE 064 345

Walker, Sharon H.; Newton, R. Amanda; Ortiz, Alida
Coral Reefs: An English Compilation of Activities for Middle School Students.
SPONS. AGENCY- Department of State, Washington, DC.; Environmental Protection Agency, Washington, DC.
PUB DATE- 97
NOTE- 135p.; For Spanish version, see SE 064 346.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; Ecology; Middle Schools; *Oceanography; *Science Activities
IDENTIFIERS- *Coral Reefs; *Corals

This activity book on coral reefs for middle school students is divided into 10 sections. Section 1 contains the introduction. Section 2 describes what coral reefs are while section 3 describes how coral reefs reproduce and grow. Section 4 discusses where coral reefs are found and section 5 describes life on a coral reef. Section 6 discusses the conservation of coral reefs. Section 7 includes a review with section 8 being the answer section. Section 9 features the reference section and section 10 contains a resource section. (SAH)

ED 448 050 SE 064 346

Walker, Sharon H.; Newton, R. Amanda; Ortiz, Alida
Arrecifes de Coral: Una Coleccion de Actividades en Espanol para Estudiantes de Escuela Intermedia (Coral Reefs: A Spanish Compilation of Activities for Middle School Students).
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 97
NOTE- 135p.; For English version, see SE 064 345.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Middle Schools; *Oceanography; *Science Activities; Science Education
IDENTIFIERS- *Coral Reefs; *Corals

This activity book for middle school students on coral reefs is divided into 10 sections. Section 1 is the introduction. Section 2 describes what coral reefs are while section 3 describes how coral reefs reproduce and grow. Section 4 describes where coral reefs are found, and section 5 describes life on a coral reef. Section 6 describes the conservation of coral reefs. Section 7 features a review with section 8 containing the answer section. Section 9 includes references, and section 10 a resource section. (SAH)

ED 448 051 SE 064 347

Rogers, Melissa J. B.; Wargo, Michael J.
The Microgravity Demonstrator.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English

NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Curriculum Research; *Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; Qualitative Research; Statistical Analysis
IDENTIFIERS- Curriculum Implementation; *Portugal

This monograph provides a description of the curricular area "Area-Escola" (A-E), in the context of an innovative curriculum development process, presenting the history, aims, and guidelines of this curricular area and analyzing some of the results of qualitative and quantitative studies on its impact. A-E is seen as an emerging school arena for the exercise of the different school attributions and functions--cooperative teaching, curriculum development, design of assessment instruments to monitor and improve student performance, and development of school/community relationships. This paper finds its origins in the rationale for education reform in Portugal, which introduced, contrary to the theoretical and academic character of the curricular contents of the existing system, a curricular area intended to foster cross-curricular activities. Contains 30 notes, 44 references, and an annex with insights into A-E projects and practices (includes 3 tables). (BT)

ED 448 074 SO 032 191

Edinger, Monica
Seeking History: Teaching with Primary Sources in Grades 4-6.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *History Instruction; Intermediate Grades; *Primary Sources; Resource Materials; *Social History; *Student Projects
IDENTIFIERS- Historical Materials; Historical Research; *Student Engagement

This book offers ideas about using primary sources to enhance students' understandings of history. It discusses the following resources, methods, and ideas: types of primary sources; tips on finding and preparing primary sources for student use; personal, local, and remote history activities; detailed descriptions of diverse projects; guidelines for using primary sources to teach literature, writing, and art; and teaching strategies for interpreting text, images, and objects. Sections in the book are: (1) "Memorable Experiences: Teaching and Learning with Primary Sources"; (2) "The Neverending Journey: Defining Primary Sources"; (3) "From Personal to Local to the Most Remote: Using Primary Sources in the Classroom"; (4) "Pig Iron and Ranches: Beyond Ellis Island with American Memory"; (5) "Real Government: Taking on the Constitution"; and (6) "Is That Real?: Literature, History, and Primary Sources." A companion CD, packaged with the book, offers even more support with links to Web sites, reproducible handouts, and sample student work. Contains 82 references. (BT)

ED 448 075 SO 032 248

reproducible black-and-white sections of the park map. The lessons are (1) view from the ground (helps students think about how they view the world and the perspective with which they are most familiar); (2) view from a higher point (provides an opportunity for students to think about how objects change depending on the viewing perspective); (3) view from overhead (introduces the concept of maps and helps students understand the overhead view presented by maps); (4) symbols and legends (helps students become familiar with the concept of symbols and how to use a legend); (5) learning directions on a map (helps students think about direction and relative location); (6) map grids (helps develop skills students need to identify where things are on the Earth's surface); and (7) map scale (introduces students to the concept of measuring distances on a map and measuring the sizes of objects). (BT)

ED 448 099   SO 032 345

What Do Maps Show?
PUB DATE- 00
NOTE- 32p.; For a related document from the same preparing institution, see SO 032 344. The teaching poster is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Concept Formation; Elementary Education; *Geography; *Geography Instruction; *Locational Skills (Social Studies); *Map Skills; *Maps; *Social Studies
IDENTIFIERS- *Utah (Salt Lake City)

This curriculum packet, appropriate for grades 4-8, features a teaching poster which shows different types of maps (different views of Salt Lake City, Utah), as well as three reproducible maps and reproducible activity sheets which complement the maps. The poster provides teacher background, including step-by-step lesson plans for four geography and map reading lessons: (1) "Introduction to Maps"; (2) "Some Things You Need to Know to Read a Map"; (3) "What You Can Learn from a Map"; and (4) "Reading a Topographic Map." The packet suggests a variety of inquiry strategies that appeal to different learning styles. (BT)

ED 448 100   SO 032 346

Blakey, David; Larvenz, Kenneth; McKee, Michele; Thomas, Regina
Improving Student Performance through the Use of Active Learning Strategies.
PUB DATE- 00
NOTE- 99p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters' Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Active Learning; Class Activities; *Classroom Environment; *Classroom Techniques; Grade 7; Grade 8; Middle Schools; *Music Activities; Music Appreciation; *Music Education; *Student Improvement; Student Participation
IDENTIFIERS- Illinois

This report addresses the problem of apathy and the unwillingness of middle level students to meet basic standards, evidenced by a lack of student performance and participation and by an

This study examined the justifications that Finnish student teacher supervisors gave regarding their advice and guidelines used in teaching practice, referring to the advice as teaching recipes. Both supervisors and student teachers were asked for information on justifications. Justifications were collected via questionnaires and interviews over one academic year during different phases of student teaching. Respondents were asked to describe recipes they had used themselves or had observed being used. They were also asked if the teaching recipes had been justified and what purposes were involved in the supervisory process. Recipes, advice, and guidelines were commonly used, although respondents tended to deny the fact at first. The justifications noted by supervisors were either rational and intuitive or a combination of both. About 65 percent of student teachers said that the advice and guidelines they had received were very useful, and 25 percent said they were useful to varying degrees. Thoroughness and accuracy of supervision and the expression of positive aspects contributed to making students' attitudes toward the recipes positive. Students considered recipes more useful if they were clearly tied to students' personalities and if they directly related to how students acted. (Contains 40 references.) (SM)

ED 448 121   SP 039 633

Tirri, Kirsi; Nevgi, Anne
Students' Views on Learning in Virtual University.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Innovations in Higher International Education Conference (Helsinki, Finland, August 30-September 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Uses in Education; *Constructivism (Learning); Foreign Countries; Higher Education; *Internet; Open Universities; Student Attitudes; Student Characteristics; Teaching Methods
IDENTIFIERS- Finland; *Virtual Universities

This study examines Finnish college students' views on learning in a virtual university. Respondents studied at Helsinki Virtual Open University (HEVI) and the Apaja Internet Service from 1995-99. HEVI is a Web-based learning environment where students can study, get advice, receive help from tutors, and use office services. Apaja Internet Service provides Web-based courses for university graduates to promote skills relevant to the labor market. Respondents completed a questionnaire evaluating the advantages and disadvantages of Web-based learning. The questionnaire measured basic components of learner-centered and constructivist ideas in learning. Students assessed how learning was tailored to meet their individual needs and how well they received personalized guidance and feedback. They also assessed the disadvantages of Web-based learning by evaluating difficulties due to technology and expenses. Overall, the application of constructivist approaches to Web-based learning had more advantages than disadvantages. However, different students had unique needs, which must be acknowledged more in planning and implementing Web-based courses and learning environments. Age and educational background were important factors influencing students' views on the advantages and disadvantages of Web-based learning. (SM) frustrated. The teacher mainly called on students whose hands were raised. Using name cards, the teacher called on all 21 students. Students had the same frustrated responses to not being called on when name cards were used, though less frequently. Most of the students preferred the name card method. An appendix contains observation transcripts, survey questions and results, and teacher interview guideline questions. (SM)

ED 448 142   SP 039 668

Martin-Kniep, Giselle O.
Becoming a Better Teacher: Eight Innovations That Work.
PUB DATE- 00
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Action Research; Curriculum Development; *Educational Innovation; Elementary Secondary Education; Evaluation Methods; Inquiry; Integrated Curriculum; National Standards; Portfolio Assessment; Scoring Rubrics; *Student Evaluation; *Teacher Competencies; *Teacher Improvement; *Teaching Skills
IDENTIFIERS- Authentic Assessment; Reflective Thinking

This book provides K-12 teachers with information about effective teaching and learning tools. Each innovation has a long history of use and has been researched and evaluated in a variety of settings. The innovations foster a student-centered classroom environment that is equitable and rigorous. The nine chapters focus on: (1) "The Power of Essential Questions"; (2) "Curriculum Integration as a Tool for Coherence"; (3) "Standards-Based Curriculum and Assessment Design"; (4) "Authentic Assessment"; (5) "Using Scoring Rubrics To Support Learning"; (6) "Portfolios: A Window into Students' Thinking and Learning"; (7) "Reflection: A Key to Developing Greater Self-Understanding"; (8) "Action Research: Asking and Answering Questions about Practice" (Diane Cunningham); and (9) "Embracing It All." The book provides examples from different grade levels, along with design modules, templates, and checklists. The five appendixes include: tools for developing a curriculum unit; tools for developing authentic assessments; tools for designing portfolio assessments; reflection prompts and questions; and tools for action research. (Contains 21 references.) (SM)

ED 448 143   SP 039 669

Darder, Antonia
Culture and Power in the Classroom: A Critical Foundation for Bicultural Education. Critical Studies in Education and Culture.
PUB DATE- 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biculturalism; Cultural Awareness; *Cultural Differences; *Democracy; *Diversity (Student); Elementary

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; *Drinking Water; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; *Nutrition Instruction

This booklet for young children is part of a series that supports national science standards related to physical health and nutrition, describing and illustrating the importance of drinking water. Colorful photographs support early readers in understanding the text. The repetition of words and phrases helps early readers learn new words. The book also introduces early readers to subject-specific vocabulary words, which are defined in a section on words to know. The seven sections include: "Water and Your Body," "Needing More Water," "Servings," "Words to Know," "Read More," "Internet Sites," and "Index/Word List." (SM)

ED 448 163 TM 031 649

Sanders, James R.
Evaluating School Programs: An Educator's Guide. Second Edition.
PUB DATE- 00
NOTE- 92p.; For the first edition, see ED 423 266.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Communication (Thought Transfer); Data Analysis; *Data Collection; Elementary Secondary Education; *Evaluation Methods; *Program Evaluation; Teachers

This guide was written to provide basic program evaluation principles and procedures to aid educators in planning and conducting evaluations of school programs. Examples help the reader gain competence and confidence in program evaluation. The guide is meant to serve as a reference as the program evaluator conducts the five tasks of program evaluation. The chapters are: (1) "Why Evaluate Your School Programs?"; (2) "Focusing the Evaluation"; (3) "Collecting Information"; (4) "Organizing and Analyzing Information"; (5) "Reporting Information"; and (6) "Administering the Evaluation." Three resources contain an annotated bibliography of seven sources, a taxonomy of cognitive objectives, and the Joint Committee Standards for Program Evaluation. (Contains 29 references.) (SLD)

ED 448 164 TM 031 764

The Comparative Performance of Boys and Girls at School in Wales. Asking Questions, Getting Answers = Perfformiad Cymharol Bechgyn a Merched yn yr Ysgol yng Nghymru. Gofyn Cwestiynau, Cael Atebion.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English; Welsh
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Foreign Countries; Language Arts; Mathematics; Sciences; *Sex Differences; *Test Results

other pilot tests, similar to the initial study, are also described. Many software difficulties were encountered in implementing the Web-based survey, but a survey about "customer satisfaction" was eventually produced in conventional and Web-based forms. Control (traditional) and experimental (Web-based) groups of 78 principals each were asked to respond to the surveys. Only 76 principals responded, with 29 of these using the Web-based version. Nevertheless, 21 of these 29 responses were received before there were any responses to the traditional survey. Most respondents approved of the idea of electronic surveying in spite of the technical difficulties. The other two pilot studies, one asking principals about block scheduling and one studying the ability of students to respond to an electronic survey, also showed favorable responses and very quick reply time. An appendix contains exhibits of materials used in the studies. (Contains 14 references.) (SLD)

ED 448 184   TM 032 145

Marshak, John J.; Wood, R. Dean
A Study of Opinions on the Nutritional Environment of Middle School Grades: One Example of the Process of Qualitative Research.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Focus Groups; *Food Service; Middle School Students; *Middle School Teachers; Middle Schools; *Nutrition; Pilot Projects; *Qualitative Research; *Research Methodology

This paper describes the process used to develop a study conducted by the United States Department of Agriculture of the nutritional environment of middle school students. It was decided that information would be gathered from school food service managers, school administrators, and teachers of middle grades who deal with these students daily. A focus-group approach was chosen to collect the data, and the services of a consultant were used to refine the focus-group questions. A pilot study was done with graduate students from the Educational Leadership and Food Service Management programs at a graduate school since these students were considered to have many of the experiences focus group members would have. After this dry run, the study's sample was drawn from 27 states in 3 geographic regions. The sample, recruited by graduate students participating in the study design, consisted of three groups (district superintendents and principals, teachers and coaches, and food service directors and food site managers) of nine individuals in each. Questions discussed by the focus groups, in two sessions for each group, addressed school nutritional environments, barriers to improving student nutrition, and processes that might be used to effect change. The audiotapes of all focus groups were transcribed and compiled to produce a report. Results of the study were presented at a workshop in October 2000, and the approved copy of the final text will be published on the National Food Service Management Institute Web site. (Contains 11 references.) (SLD)

ED 448 185   TM 032 146

Grantham, Madeline Kay
Impact of Small Class Size on Achievement.

for the two-sample case (i.e., t-test) to illustrate how comparing subgroups with different reliability coefficients can affect statistical power. (Contains 3 tables and 36 references.) (Author/SLD)

ED 448 205   TM 032 235

Onwuegbuzie, Anthony J.
Expanding the Framework of Internal and External Validity in Quantitative Research.
PUB DATE- 00
NOTE- 62p.; Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research (AAER) (Ponte Vedra, FL, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Models; *Qualitative Research; Research Design; *Validity

An experiment is deemed to be valid, inasmuch as valid cause-effect relationships are established, if the results are due only to the manipulated independent variable (possess internal validity) and are generalizable to groups, environments, and contexts outside of the experimental settings (possess external validity). Consequently, all experimental studies should be assessed for internal and external validity. Undoubtedly, the seminal work of Donald Campbell and Julian Stanley provides the most authoritative source regarding threats to internal and external validity. Since their conceptualization, many researchers have argued that these threats to internal and external validity not only should be examined for experimental designs but are also pertinent for other quantitative research designs. Unfortunately, with respect to nonexperimental quantitative research designs, it appears that Campbell and Stanley's sources of internal and external validity do not represent the realm of pertinent threats to the validity of studies. The purpose of this paper is to provide a rationale for assessing threats to internal validity and external validity in all quantitative research studies, regardless of the research design. In addition, a more comprehensive framework of dimensions and subdimensions of internal and external validity is presented than has been undertaken previously. Different ways of expanding the discussion about threats to internal and external validity are presented. (Contains 1 figure and 58 references.) (Author/SLD)

ED 448 206   TM 032 236

Onwuegbuzie, Anthony J.
Effect Sizes in Qualitative Research.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research (AAER) (Ponte Vedra, FL, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Effect Size; *Qualitative

This report is designed to help Pennsylvania policymakers compare two current school reform ideas that are intended to improve student achievement: private school vouchers and class size reduction. It begins with a brief history of educational vouchers, then reviews the achievement effects of the Milwaukee, Wisconsin, and Cleveland, Ohio, educational voucher programs. The reported benefits of these programs are compared to the benefits of reducing class size in grades K-3, using data from studies on class size conducted in Tennessee, Indiana, Nevada, California, and Wisconsin. The report concludes with policy recommendations for Pennsylvania based on evidence which indicates that small classes generate the greatest gains in kindergarten and grade 1. These recommendations include providing universal, publicly funded, full-day kindergarten with student-teacher ratios of 15:1; reducing class size in first grade to 15 students; and implementing an experimental program of class size reductions in grades 2 and 3 in which class size reductions are achieved in a variety of ways. (Contains 142 references.) (SM)

ED 448 226 UD 033 883

Donohue, Elizabeth; Schiraldi, Vincent; Ziedenberg, Jason
School House Hype: School Shootings and the Real Risks Kids Face in America. Policy Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Elementary Secondary Education; *Guns; *Homicide; Public Schools; *School Safety; *Violence
IDENTIFIERS- *School Shootings

This report examines risks that children and youth face in America's schools to determine whether there is a trend toward increasing violent school deaths in America and noting the overall incidence of crime, particularly homicides, inside versus outside of the schools. Data come from the Department of Education, Department of Justice, FBI, Centers for Disease Control and Prevention, National School Safety Center, National Safe Kids Campaign, Office of Juvenile Justice and Delinquency Prevention, Center To Prevent Handgun Violence, Bureau of Justice Statistics, and newspaper clippings (to obtain school-related violence data). Results indicate that recent school shootings were extremely idiosyncratic events and not part of any trend. The likelihood of becoming a victim of school-associated violent death is less than one in one million. While most children killed by guns are killed by adults, children are killed in gun accidents at 23 times the rate they are killed in schools. American children are 12 times more likely to die from guns than children in 25 other industrialized countries. The paper recommends channeling public energy into removing guns from children and adults and providing constructive opportunities for children during peak crime hours (after school programs and restriction on mass gun sales). (SM)

ED 448 227 UD 033 884

Webb, Norman L.
Embedded Research in Practice: A Study of Systemic Reform in Milwaukee Public Schools.

DESCRIPTORS- Children; *Disadvantaged Youth; *Eligibility;
*Health Insurance; *Low Income Groups; *State Programs
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid

Recent expansions in Medicaid coverage for children and state health insurance programs for children mean that the majority of low-income children in the United States now are eligible for health insurance. A new analysis of Census data, presented in this report, finds that 94% of all uninsured children with family incomes below twice the poverty line, currently $28,300 for a family of three, qualify for Medicaid or a separate state child health insurance program supported by State Children's Health Insurance Program (SCHIP) funds. Now the United States faces the challenge of raising enrollment rates among children who are eligible for coverage but remain unenrolled and uninsured. Findings of this analysis suggest that the federal government and the states need to implement simpler, more effective enrollment procedures. At both state and national levels, relatively inexpensive measures could be adopted that would help state agencies ease administrative burdens to enrollment. The federal government could accord states new flexibility to enhance the effectiveness of the "presumptive eligibility" option, and it could make the government easier for families to retain Medicaid when they leave welfare for work. Increasing the coverage of legal immigrant children should be a particular focus. States could also do more to improve their child health outreach efforts. (SLD)

ED 448 246 UD 033 905

Greene, Jay P.
The Education Freedom Index. Civic Report Number 14.
PUB DATE- 00
NOTE- 25p.; Foreword by Chester E. Finn, Jr.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Research/Technical (143)
DESCRIPTORS- *Charter Schools; Comparative Analysis;
*Disadvantaged Youth; Educational Policy; *Elementary Secondary
Education; Home Schooling; Private Schools; *School Choice;
Standardized Tests; *State Programs; Test Results

In this report, the extent and nature of education freedom is estimated for each state, using a new Education Freedom Index (EFI). This analysis shows the remarkable differences in education freedom among the states and attempts to make educational freedom a concept that becomes the subject of policy debate. The EFI is composed of measures of five types of educational options: (1) the availability of charter school options; (2) the availability of government-assisted private school options; (3) the ease with which one can home school one's child; (4) the ease with which one can choose a different school district by relocating; and (5) the ease with which one can send a child to a different public school district without changing residence. The EFI is computed as the equally weighted average of measures of these five components. The state with the highest EFI score is Arizona, closely followed by Minnesota. Hawaii, which has only one school district in the entire state, ranks lowest on the EFI. Also ranking low on the EFI is West Virginia. Findings suggest that students in states that have higher scores on the EFI also have higher scores on standardized tests, even after controlling for other demographic and policy factors. An appendix contains information about the calculation of each measure of the EFI. (Contains 13 tables and 1 map.) (SLD)

Savin-Baden, Maggi
Problem-Based Learning in Higher Education: Untold Stories.
PUB DATE- 00
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Educational Theories; Foreign Countries; *Higher Education; *Learning; *Problem Based Learning; *Teaching Methods
IDENTIFIERS- Great Britain

The central argument of this book is that the potential of problem-based learning is yet to be realized in higher education. Problem-based learning is an important approach to learning, based in the experiential learning tradition, that needs to be more centrally located in higher education curricula. Part 1 of this book explores problem-based learning through an analysis of its theoretical and philosophical underpinnings and a look at the reasons that the popularity of problem-based learning is growing. Part 2 explores the theory and practice of problem-based learning in four British universities to develop and present a framework for problem-based learning, the Dimensions of Learner framework. Part 3 explores ways of understanding and implementing the principal ideas and challenges that have emerged from the Dimensions of Learner framework. The last two chapters locate problem-based learning in the world of higher education in general and consider both educational and organizational implications. (Contains 6 figures and 118 references.) (SLD)

ED 447 748   HE 033 591

Jackson, Norman, Ed.; Lund, Helen, Ed.
Benchmarking for Higher Education.
PUB DATE- 00
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; *Benchmarking; Educational Improvement; Educational Quality; Foreign Countries; *Higher Education; Performance Based Assessment
IDENTIFIERS- *United Kingdom

The chapters in this collection explore the concept of benchmarking as it is being used and developed in higher education (HE). Case studies and reviews show how universities in the United Kingdom are using benchmarking to aid in self-regulation and self-improvement. The chapters are: (1) "Introduction to Benchmarking" (Norman Jackson and Helen Lund); (2) "Creating the Conditions for Benchmarking: A Brief History of Performance Assessment in UK HE" (Helen Lund and Norman Jackson); (3) "Benchmarking Educational Processes and Outcomes" (Norman Jackson); (4) "Benchmarking the Learning Environment" (Rikki Morgan); (5) "Benchmarking To Improve Departmental Systems for Managing Quality and Standards" (James Tannock and Norman Jackson); (6) "Benchmarking the Student Experience" (Mantz Yorke); (7) "Benchmarking the Outcomes of Learning" (Norman Jackson and Vaneeta D'Andrea); (8) "Benchmarking Key Skills Using National Standards: The Open University Experience" (Linda Hodgkinson); (9) "Some Approaches To Administrative Benchmarking" (Helen Lund); (10) "Benchmarking Student Recruitment: The UCAS Institutional Planning Service" noting that attitudes and behaviors of today's students are different from those of previous generations. Today's students experience more stress, which is attributed to challenges of financing a college education and to being overwhelmed with responsibilities. There is an escalation in academic disengagement, with greater numbers of students requiring remedial or developmental education. While most high school seniors perform volunteer work, they are much less likely to participate in movements of greater scope in college. Today's students tend to feel unable to have traditional social lives. Most social life occurs in off-campus bars. Trustee leadership may be necessary to eliminate the alcohol-centered culture of fraternities. Student affairs professionals have shifted their emphasis from controlling students to serving students. Trustees are concerned with low retention and graduation rates, so student affairs staff must work to enhance academic engagement and student success. Students also need guidance from trustees and staff on developing proper values. Campuses must support student diversity and use it to enhance students' educational experiences. (SM)

ED 447 769 HE 033 613

Higher Education in Further Education Colleges: Indirectly Funded Partnerships: Codes of Practice for Franchise and Consortia Arrangements. Report.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consortia; Educational Finance; *Financial Support; Foreign Countries; *Franchising; Higher Education; *Partnerships in Education; Shared Resources and Services
IDENTIFIERS- Code of Practice 1994 (England)

This report provides codes of practice for two types of indirectly funded partnerships entered into by higher education institutions and further education sector colleges: franchises and consortia. The codes of practice set out guidance on the principles that should be reflected in the franchise and consortia agreements that underpin indirectly funded partnerships, together with introductory commentaries on their application. Institutions wishing to establish a consortium for the purpose of distributing Higher Education Funding Council for England (HEFCE) funding require the agreement of the HEFCE so that funding arrangements can be implemented. Institutions should use the code of practice on franchising to review existing franchise arrangements. Institutions should review existing indirectly funded franchise agreements to see how far they meet the principles of the franchise code. This report details seven principles of effective indirectly funded franchise partnerships and six principles of effective consortia. Appended are a checklist for consortium agreements and indirectly funded partnerships: institutions' responsibilities. (SM)

ED 447 770 HE 033 614

Davis, Jerry Sheehan
College Affordability: Overlooked Long-Term Trends and Recent 50-State Patterns. New Agenda Series TM , Volume 3, Number 1.
PUB DATE- 00
NOTE- 81p.

Schofield, Janet Ward; Davidson, Ann Locke
Achieving Equality of Student Internet Access within Schools.
SPONS. AGENCY- Department of Commerce, Washington, DC.; Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Equal Education; *Internet; Qualitative Research; Urban Areas
IDENTIFIERS- *Access to Technology; *Technology Utilization

One benefit often expected to flow from Internet use in schools is an increase in equality of educational opportunity as all kinds of schools gain access to the same extraordinary set of resources and opportunities for interaction with the outside world. Yet, prior research suggests that patterns of technology access often mirror existing inequalities rather than mitigate them. This paper discusses the issues pertinent to equality of Internet access that arose in NET (Networking for Education Testbed), a project bringing the Internet to a large urban school district. The major data-gathering methods used in this research were qualitative observations, semi-structured interviews, and archival material. It is concluded that numerous factors, including the perception of Internet use as an optional privilege, the use of Internet access as a "carrot" to shape student behavior in desired ways, and many teachers' lack of familiarity with the Internet and computing more generally, resulted in greater access for students who were already ahead of their peers academically and/or with regard to knowledge of computing. (Contains 23 references.) (Author/MES)

ED 447 791 IR 020 413

Corley, Edward L.
A Qualitative Study of Student Perceptions Regarding Electronic Journaling.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (MWERA) (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Content Analysis; *Educational Technology; *Electronic Mail; Higher Education; Preservice Teacher Education; Qualitative Research; *Student Attitudes; *Student Journals; Teaching Methods; Undergraduate Students
IDENTIFIERS- Heidelberg College OH; *Reflective Thinking; Technology Utilization

At the beginning of the spring 2000 semester, 19 sophomores enrolled in the Principles of Teaching class at Heidelberg College (Ohio) were asked to complete weekly e-mail journal entries about the course. At the end of the semester, they were asked to give their perceptions regarding journal use. Sixteen students completed this particular entry, and their responses take a project approach to learning. Chapter 2, "Professional Development Programs," discusses four programs designed to increase teacher competence with technology. Chapter 3, "Programs of Systemic Change," describes three examples of systemic change that are broad in nature and offer a new paradigm for schooling. The final chapter, "Patterns of Promise in the Use of Technology," extracts "patterns of promise," a series of generalizations about programs that could have implications for educators in other locations. Also included in Chapter 4 are appendices containing selection criteria for choosing the examples and one school's technology portfolio, as well as notes and a bibliography of 46 sources. (Contains 46 references.) (AEF)

ED 447 809 IR 020 443

Witta, E. Lea
Educational Interactive Video for High School Students: How Do Teachers Perceive the Program?
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Conference of the American Evaluation Association (Honolulu, Hawaii, November 1-5, 2000). Charts/figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes; *Conventional Instruction; Educational Technology; Elementary Secondary Education; Instructional Materials; *Interactive Video; Surveys; Teacher Attitudes; Teaching Methods; Visual Aids

Teachers participating in an educational interactive video program were surveyed each year for four semesters. The survey instrument contained 31 five-point Likert-type questions, with questions concerning specific comparisons between interactive video and traditional teaching methods, and open-ended questions. A total of 74 teachers responded over the four-year time span. Although teachers report that interactive video teaching methods require more preparation and new methods, they also report more comfort with the technology use required for interactive video. More troubling is the decreasing view of interactive video as a good addition to the curriculum. Teachers report that time-on-task and learning are the same in traditional and interactive video classes. They overwhelmingly agreed that they received support from the educational interactive video project director, the remote principal, and other sources. Results are discussed in terms of teaching factors, student factors, student learning, teaching changes and preparation time, and teacher comments. An appendix includes factor and question means and several charts illustrating teacher respondents, teaching factors, student factors, and teacher comments. (Contains 13 references.) (Author/AEF)

ED 447 810 IR 057 861

Snyder, Timothy
Getting Lead-Bottomed Administrators Excited about School Library Media Centers. Building Partnerships Series.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Gordon, Heather
Creating Information Structures That Work for the New Millennium.
PUB DATE- 00
NOTE- 6p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Distance Education; Foreign Countries; Futures (of Society); Higher Education; *Information Services; *Information Technology; Library Administration; Library Surveys; *Organizational Change; Partnerships in Education; *Telecommunications
IDENTIFIERS- Australia; Globalization; *Information Infrastructure; *Organizational Structure

This paper discusses the impact of globalization and new information and communication technologies on the structures and practices of higher education. The first section addresses the integration of library and information technology services, focusing on experiences at the University of the Sunshine Coast (Queensland, Australia). The second section considers the risks of integration, including the perception that the two professional groups are different, as well as a survey on library reporting lines and university administration among the Council of Australian University Librarians. The third section covers designing for the future, including applying a transaction costs theory to organizational design, and alliances between educational institutions and e-commerce companies to offer tuition-free online education. The fourth section discusses the key to organizational design, including the following objectives of an information infrastructure for the future: (1) it must achieve a new level of cost effectiveness; (2) it must create a higher level of service; (3) it must develop a true research and development capability; and (4) it must rapidly develop and make rational a new, flexible organizational culture. (MES)

ED 447 828 IR 057 950

Katsirikou, Anthi; Skiadas, Christos; Apostolou, Apostolos; Rompogiannakis, Giannis
Virtual Libraries: Interactive Support Software and an Application in Chaotic Models.
PUB DATE- 00
NOTE- 11p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chaos Theory; Computer Software; *Electronic Libraries; Information Technology; Library Collections; Library Services; Models; Organizational Change; Systems Approach
IDENTIFIERS- Fractals

Donner, Arthur; Lazar, Fred
Measuring Graduation and Attrition at Ontario Colleges: A Discussion of Measurement Issues and Their Usefulness as Indicators of Student Success.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Community Colleges; Evaluation Methods; Foreign Countries; *Graduation; *Measurement Techniques; *Performance Factors; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology; *Performance Indicators

This report discusses measurement issues and their usefulness as indicators of student success at the Colleges of Applied Arts and Technology of Ontario. The following sections are included: (1) executive summary; (2) introduction; (3) retention rates, which discusses a number of issues associated with defining and measuring graduation rates; (4) key performance indicators (KPIs), which discusses KPIs and expands on the discussion of the graduation rate measure; (5) the five case studies, which considers graduation measurement issues as they relate to five colleges in Ontario--Canadore College, Humber College, Boreal College, Sir Stanford Fleming, and Fanshawe College; and (6) conclusions, which sets out the broad conclusions with respect to measurement issues and policy concerns. Key conclusions and recommendations include: the graduation rate is an invalid indicator of labor market success of college graduates; do not use graduation rates for provincial funding; start with pilot studies for calculating the graduation rate based on college student identifier number; launch a survey of early college leavers--identify successful from unsuccessful leavers; develop a province-wide student number system; and initiate a systematic long-term survey of students and young workers. The appendix section provides some of the basic background data and information discussed in this study. (VWC)

ED 447 848 JC 010 012

Shults, David
As Competition Increases, Community Colleges Would Do Well To Do Good.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Community Development; Institutional Cooperation; *Nonprofit Organizations; *Partnerships in Education; Two Year Colleges

This document examines incentives and obstacles to partnerships between nonprofit organizations and community colleges. Aside from some service learning collaborations, partnerships between community colleges and nonprofit groups are rare. Reasons include: (1) many community college administrators bring a private-sector orientation with them from earlier jobs; (2) recent nonprofit scandals stimulated fear of new government restrictions; and (3) the nonprofit sector is misunderstood and underappreciated. Nonprofit organizations include service organizations, charities, foundations, healthcare, environmental groups, cultural associations, community development organizations, churches, and youth organizations.

programs. Overall, the successful placement rate for graduates of these programs was 95%. There were 1,152 graduates from Associate in Science programs, 781 awards from Vocational Certificate programs, and 71 awards from College Credit Certificate programs. Of the graduates found, there were 27 programs with 100% of graduates placed. Thirty programs had an 80%-99% placement rate and 4 programs had a placement rate of 75%. Two Vocational Certificate programs, Electronic Technology and Bail Bonding, had lower placement rates, 70% and 65% respectively. Of all vocational programs, the Nursing program has consistently produced the largest number of graduates. The School of Nursing, along with the School of Criminal Justice, has the highest placement rate (98%). (JA)

ED 447 869   JC 010 036

Baldwin, Anne
Standards of Academic Progress: Changes in Student Outcomes since 1994. Information Capsule 99-06C.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Academic Standards; Community Colleges; Educational Trends; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The report provides a historical perspective of the Standards of Academic Progress (SOAP) performance and compares changes in fall term 1994 and fall term 1998 at Miami-Dade Community College (Florida). The Standards of Academic Progress (SOAP) monitor student academic performance in order to identify students in need of academic intervention. Two indicators of performance are cumulative grade point average and number of course withdrawals. Students are subject to the Standards once they have attempted at least 7 credits or registered for at least 17 credits. Overall, there was a slight increase in percent of students on the Standards for inadequate performance in 1998, 17.4% compared to 17.1% in 1994. The proportion of students on the Standards has been relatively stable with 17.9% on SOAP in 1991. The increase in students on SOAP is due to proportional rises in the Warning and Probation categories. Campus results show some variation. Medical Center Campus is unique and had a historical low of 6.7% on the Standards in 1998, but is similar to campus and college-wide data for proportion of students in the Warning category. College-wide, White students and Black students show small proportional improvements in 1998 but ethnic group differences are more apparent at the campus level. (JA)

ED 447 870   JC 010 037

Baldwin, Anne
Trends in English as a Second Language Activity, Fall Terms 1994 through 1999. Information Capsule 2000-02C.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *College Instruction; Community Colleges; Credit Courses; Educational Trends; *English (Second Language); Enrollment; *Second Language Instruction; Two Year

Baldwin, Anne
Performance Review: Associate in Science Programs. Report Years 1984-85 through 1997-98.
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *Community Colleges; Degrees (Academic); Followup Studies; *Graduates; Longitudinal Studies; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- Florida; *Miami Dade Community College FL

This report provides an update on the historical tracking of Associates in Science graduates by program. The data cover a 14-year span, and are helpful in looking at program trends and effectiveness. The report includes two types of tables. Tables 1-10 summarize data for A.S programs and comparisons of Florida's Miami-Dade Community College (M-DCC) with other state public community colleges. Tables 11-63 show 14 years of detailed information for all A.S. degree programs offered. Research finds that of the 53 programs in existence at M-DCC, 41 had placement rates of at least 75%, while 12 programs fell below 70%. Table 3 shows the 10 programs with the highest number of graduates, which account for two-thirds of total A.S. programs. Table 5 lists programs with highest in-program enrollments for 1996-97. Average enrollments exceed 5,400. Nursing is found to be the largest program. It is 2.6 times larger than its follower, Business Administration and Management. When compared to other Florida Community Colleges, M-DCC had the most graduates (1,260 or 13.1% of the entire state system). Of 1981 A.S. graduates, 31% transferred to the State University System (SUS). Ten years later 33% were continuing education. However only 10% of those are at the SUS, while 1.7% are at private universities and 21% are at community colleges. M-DCC serves 20% of the minority total for the Florida community college system, the largest amount system-wide. Forty percent of Hispanic A.S. students attend M-DCC. (PGS)

ED 447 891 JC 010 059

Rabusicova, Milada; Pol, Milan
Diversification of Czech Higher Education: Set Up and Development of Higher Vocational Colleges.
PUB DATE- 98
NOTE- 16p.; Presented at the European Conference on Educational Research (Ljubljana, September 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Educational Change; Educational Innovation; Foreign Countries; *Postsecondary Education; *Transitional Schools; *Vocational Education
IDENTIFIERS- *Czech Republic

The report provides information on the Higher Vocational Colleges (HVCs) in Czech school system. The researcher supports the opinion that HVCs belong to the tertiary sector in Czech Republic (together with universities and with other officially recognized higher education institutions). Out of 100 secondary vocational schools a group of 12 institutions was selected for transformation project in 1991. Today, 160 HVCs operate in Czech Republic. This report describes a study of those to be used to obtain additional information on after-school programs. (KB)

ED 447 910 PS 029 000

Sandler, Linda; Heffernon, Rick
On Track with Phoenix Early Head Start. Final Evaluation Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 94p.; Produced with assistance from Kim Malone. For 1998-99 Evaluation Report, see ED 439 801.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Early Parenthood; Family Programs; Infants; *Preschool Education; Program Effectiveness; *Program Evaluation; Toddlers
IDENTIFIERS- Arizona (Phoenix); *Early Head Start

The Phoenix, Arizona, Early Head Start (EHS) program is for first-time teen parents and their families. The end of 1999-2000 marked the fifth and final year of a research and demonstration grant for EHS and concluded the fourth full year of program implementation. This report provides a five-year perspective on program process and outcomes for children, families, staff, and the community. The report also examines the program's community linkages and efforts to build community capacity to serve very young children and their families. Evaluation findings reveal that at the end of 5 years, Phoenix Early Head Start remains "on track." Program parents and children received support through a wide array of services; a range of community linkages and partnerships have helped expand resources and options for families; and much has been learned about how to train staff who work with children from birth through age 3 and their families. Recommendations for the program included adopting a child development instrument to determine program effects on children, allocating resources to address employment/training issues for program parents, taking action to retain staff, maintaining an intensive staff training agenda in child development at all program levels, and disseminating information on the program's experiences. The report's four appendices include details on the continuous improvement evaluation plan, evaluation methodology, and a summary of data collection instruments and methodological notes. (Contains 52 references.) (KB)

ED 447 911 PS 029 001

Saufler, Chuck; Gagne, Cyndi
Maine Project against Bullying. Final Report.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 00
NOTE- 82p.; Report completed by the Maine Project Against Bullying Task Force.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aggression; Behavior Problems; Bibliographies; *Bullying; *Children; Elementary Education; Elementary School Students; Incidence; *Peer Relationship; Program Descriptions; School Safety; School Size; School Surveys; Sex Differences; Student Attitudes; Student Behavior
IDENTIFIERS- Maine

Relationship; *Parents; School Responsibility; Student Motivation; *Teacher Attitudes; *Teachers
IDENTIFIERS- New Zealand

In New Zealand, Maori children attend English-medium schools, schools with a bilingual unit, or kura kaupapa Maori. This study identified aspirations and concerns of Maori parents regarding their children's education, identified issues related to parents' participation in their child's education, and developed strategies to address concerns and issues. Participating in the study were 96 parents, 83 students, 27 teachers, and 13 principals or other school leaders from 6 secondary schools, 4 primary schools, and 2 kura kaupapa Maori, all situated near Wellington. Findings from interviews indicated that parents wanted their children to have a better education than they had had. Most of the children knew their parents valued education. Parents and children were much more positive about primary than about secondary school. English-medium schools made children more aware of themselves as Maori, more often negatively. Parents were generally positive about the school's parent involvement efforts. Parent involvement was highest in the kura kaupapa Maori, followed by bilingual-units. Individual teachers' perceptions of Maori students' progress were positive at the primary level; principals were less positive. Secondary school entry assessments found many Maori students lagging behind their peers. The kura kaupapa Maori involved parents and students more in the assessment processes than did other schools. The kura kaupapa Maori parents were most satisfied with home-school communication, followed by English-medium primary school parents. Kura kaupapa Maori parents and teachers were more likely to agree that the child's education should be continued at home, whereas many English-medium and bilingual-unit parents believed that their child's education was the school's responsibility. (Contains 35 references.) (KB)

ED 447 930 PS 029 028

Carr, Margaret; May, Helen; Podmore, Valerie N.
Learning and Teaching Stories: Action Research on Evaluation in Early Childhood. Final Report to the Ministry of Education.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 00
NOTE- 106p.; Produced with Pam Cubey, Ann Hatherly, and Bernadette Macartney. Collaborative Project of the New Zealand Council for Educational Research, the Institute for Early Childhood Studies (Victoria University of Wellington, Wellington College of Education), and the Univesity of Waikato.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; *Day Care; Early Childhood Education; Educational Quality; *Evaluation Research; Foreign Countries; National Curriculum; Preschool Curriculum; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- Day Care Quality; New Zealand; *Te Whariki (New Zealand)

Linked with professional development programs to support the implementation of Te Whariki, the national early childhood curriculum in New Zealand, a project was designed to: (1) construct a framework for assessment and evaluation in early childhood programs in Aotearoa-New Zealand; and (2) use this framework to develop an evaluation process through an action research trial in six early childhood centers. This report sets the context of the research project, outlines the theoretical

Dropout Rate; Early Parenthood; Elementary Secondary Education; Health Care Costs; Health Services; Infants; Mortality Rate; One Parent Family; Poverty; Preschool Education; Racial Factors; *Social Indicators; Socioeconomic Status; State Surveys; Statistical Surveys; Substance Abuse; Suicide; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems

IDENTIFIERS- Arrests; *Indicators; Medicaid; Out of Home Care; *Wisconsin

This WisKids Count data book examines statewide trends in the well-being of Wisconsin's children, revisiting indicators that have been followed since 1991. The statistical portrait is based on ten general areas: (1) county demographics; (2) county labor market; (3) housing; (4) maternal and child health; (5) early childhood program participation; (6) child and family welfare; (7) juvenile justice; (8) program participation; (9) W-2 related programs; and (10) subsidized child care (Wisconsin Shares). The report is divided into six sections. Section one contains introductory materials and specifically addresses three areas of concern for Wisconsin's children: (1) the affordable housing crisis and its impact on children; (2) red flags, which indicate changing trends in state program data; and (3) racial disparities in Wisconsin. Section two, the bulk of the report, presents statistical data for the state of Wisconsin as a whole and for each of its 72 counties. Section three presents county rankings in 1998 on various indictors such as median family income, children receiving Birth-to-Three services, juveniles in correctional facilities, births to mothers younger than 18, and Food Stamp recipients. Section four contains education data for the school year 1998-1999, including indicators such as attendance, instruction costs, various grade level testing results, and ACT scores. Section five highlights selected incidence numbers. Section six contains information on data sources and explanations. (SD)

ED 447 949   PS 029 053

The State of the World's Children, 2001: Early Childhood.

PUB DATE- 00

NOTE- 122p.; For 1999 report, see ED 426 811.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Brain; Child Health; Childhood Needs; Childrens Rights; *Day Care; Demography; Developed Nations; Developing Nations; *Early Childhood Education; *Early Intervention; Economic Factors; Foreign Countries; *Infants; Nutrition; Poverty; Program Descriptions; Statistical Surveys; Tables (Data); *Toddlers; *Well Being

IDENTIFIERS- Brain Development; Indicators; UNICEF; United Nations Convention on Rights of the Child

Although the experiences from birth to age three influence how the rest of childhood unfolds, this critical time is usually neglected in the policies, programs, and budgets of countries around the world. This report details the daily lives of parents and other caregivers who are striving to protect the rights and meet the needs of young children. Section 1 of the report makes the case for investing in the earliest years of childhood, when brain development is most malleable and rights are most vulnerable. This section examines the options governments have concerning where and when to make investments and argues for the importance of early childhood development programs for children, their parents and caregivers, and for national progress. This section further argues that early key findings on the high cost of child care are: (1) child care for a 4-year-old in a child care center averages $4,000 to $6,000 a year in cities and states around the country. Some centers charge $10,000 or more a year. Families with younger children or more than one child in care face even greater costs; (2) the average annual cost of child care for a 4-year-old in an urban area center is more than the average annual cost of public college tuition in all but one state. In some cities, child care costs twice as much as college tuition; (3) child care is expensive for families whether they choose center care or family child care, whether they live in urban or rural areas, or whether they have infants, preschoolers, or school-age children; (4) low-income families are left with the fewest choices, often unable to afford even average-priced care and therefore forced to put children in lower-cost, often lower quality care; and (5) the dilemma of high-cost child care cannot be resolved by asking child care providers to lower their prices. Most programs already operate on a very tight budget, paying staff an average $15,000 a year. (HTH)

ED 447 967   PS 029 085

Mitchell, Anne; Morgan, Gwen
New Perspectives on Compensation Strategies.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Child Caregivers; *Compensation (Remuneration); Day Care; Early Childhood Education; Educational Finance; Fringe Benefits; *Preschool Teachers; Program Descriptions; Wages
IDENTIFIERS- *Day Care Quality

Low compensation, in both earnings and benefits, and the resulting high turnover of staff and low quality of programs in early childhood care and education are a national problem. Noting that how we define and view the problem, and the strategies we adopt to solve it, may differ depending on perspectives and disciplines, this paper expands the field's understanding of the compensation problem and suggests a range of strategies for consideration to address the problem. Following an introduction and overview of the current context of early care and education, the paper describes the compensation problem from a variety of perspectives, including supply and demand, reliance on an elastic workforce, return on investment in education, and union organization. The paper then explores ways to broaden the range of strategies that can be used to craft solutions: (1) career development; (2) greater investments per child; (3) direct investments in programs, staff, and quality; (4) better information to consumers; (5) upgraded standards used in licensing and funding; and (6) organizing the workforce. Finally, the paper highlights promising initiatives that are underway to raise compensation, some of which are beginning to demonstrate effects on turnover, and thus on quality. (HTH)

ED 447 968   PS 029 087

Taffel, Ron
Getting through to Difficult Kids and Parents: Uncommon Sense for Child Professionals.
PUB DATE- 01

exclusively on economic reasons does not consider human or environmental implications. A national holistic plan that acknowledges human needs and social equity should be implemented. (Contains 62 references and the survey questionnaire.) (TD)

ED 447 985 RC 022 664

Chavers, Dean, Ed.
Deconstructing the Myths: A Research Agenda for American Indian Education (Albuquerque, New Mexico, April 14-15, 2000).
SPONS. AGENCY- American Indian Science and Engineering Society, Boulder, CO.; Catching the Dream, Albuquerque, NM.; Association of American Indian Physicians, Oklahoma City, OK.
PUB DATE- 00
NOTE- 84p.; Also sponsored by the National Indian Health Board.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *American Indian Education; Bilingual Education; Cognitive Style; Culturally Relevant Education; Educational Needs; *Educational Research; Elementary Secondary Education; Higher Education; Native Language Instruction; *Research Needs; Teacher Education; *Teaching Methods
IDENTIFIERS- American Indian Students

This report outlines a comprehensive research agenda for Indian education from the Native perspective. It resulted from a meeting held in Albuquerque, New Mexico in April 2000, planned by a national steering committee of Indian education researchers, administrators, and association executives. The introduction describes four traits of research in Indian education and calls for a long-term commitment of funding for the basic research that needs to be done, including gathering baseline information, the interaction of culture and education, factors that make Native students successful, school/family cooperation, the nature of Indian teacher and Indian student interaction, the effects of having more Indian teachers, characteristics of exemplary programs, and identifying policy changes that will improve outcomes for Indian students. Following the mission statement and summary is a statement of current problems and descriptions of task force recommendations. Separate task forces addressed each of 10 topics: early childhood education and teaching and learning styles, special education, social factors, professional preparation, tribal colleges and universities, mainstream colleges, multicultural and bilingual education, community education, education finance, and curriculum. Each task force presents its own statement of problems and identifies research priorities. Ten appendices present the meeting agenda, sponsoring organizations, steering committee members, conference chairman biography, Executive Order 13096, descriptions of topic areas, production of Native American teachers by college and year, list of attendees, invited guests, and a bibliography containing 23 references. (TD)

ED 447 986 RC 022 668

D'Amico, Ronald; Soukamneuth, Sengsouvanh; Wolff, Kristin; Tonemah, Stuart; Brittan, Mary Ann
An Evaluation of the JTPA Section 401 Indian and Native American Program. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.

(ED), Washington, DC.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Guides; *Administrator Role; *Change Strategies; Community Cooperation; *Community Involvement; *Community Resources; Educational Change; Educational Cooperation; Elementary Secondary Education; Planning; Rural Areas; *Rural Education; Rural Schools; *School Community Relationship
IDENTIFIERS- *Action Plans

Educational reform poses problems for administrators in rural areas who have limited time and resources. This guide offers a process that can be used by rural administrators to engage the community in activities that will enhance children's success in the classroom and in their adult lives. Section 1 discusses the importance of community engagement. Section 2 describes 11 key steps of the process in 4 phases and emphasizes the importance of celebration, team building, and maintaining two-way communications. Phase 1, getting organized, consists of three steps: committing, establishing a team, and selecting co-facilitators. Steps in phase 2, studying the situation, are mapping community assets and collecting and analyzing the data. Phase 3, taking responsive action, is composed of three steps: articulating a vision and goals, developing action plans, and implementing action plans. Phase 4, evaluating and reporting results, contains three steps: monitoring progress, evaluating and reporting on the impact of the action plan, and monitoring and refining the action plan. Section 3 discusses how research and best practice help shape school-community action plans. Section 4 contains 65 references and short descriptions and contact information for 20 organizations and 10 regional educational laboratories that can be used as resources. Ten appendices present research findings about community engagement, dealing with change and disagreements, and provide inventories, checklists, and other planning materials for use in the community engagement process. (TD)

ED 448 004   RC 022 721

Boethel, Martha
Making the Collaborative Process Work. (Benefits) Squared : The Exponential Results of Linking School Improvement and Community Development, Issue Number Six.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Conflict Resolution; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Leadership Styles; *Participative Decision Making; *Rural Schools; *School Community Relationship; Teamwork
IDENTIFIERS- Consensus; *Team Building

identified in planning and implementing science education policy. The report also emphasizes the need to improve the information base for the regular monitoring of science education. (YDS)

ED 448 024 SE 064 200

Transforming Undergraduate Education in Science, Mathematics, Engineering, and Technology.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Engineering Education; Higher Education; Mathematics Education; Science Education; *Scientific Literacy; Technology Education; *Undergraduate Study

This book discusses topics related to undergraduate education including science education for all students; preparation of future K-12 and undergraduate teachers of science, mathematics, and technology; retention of science, mathematics, engineering, and technology (SME&T) majors; making teaching community property; and obligations of the disciplines. The conclusions and recommendations of this report are based on five years of surveying faculty, administrators, higher education organizations, and other leaders in improving science education. (YDS)

ED 448 025 SE 064 214

A World of Six Billion Wall Chart and Activity Guide: Thought Provoking Activities on Population, Resources, and Our Environment.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Ecology; Elementary Education; *Environment; Environmental Education; *Mathematics Activities; *Population Distribution; *Population Growth; Sex Differences
IDENTIFIERS- *Population Awareness Education; Population Ecology

Population issues are interconnected to many of the most pressing concerns of today, nine of which are addressed on the front of the wallchart included in this guide. The activities in this guide allow students to explore these topics in order to better understand the significance of our current demographic milestone for society and the environment. Each activity requires little preparation but guarantees memorable classroom experiences. Some are designed for a quick lesson on such concepts as land use patterns or motivations behind family size while others offer students more extended opportunities for research and writing. (SAH)

ED 448 026 SE 064 215

Woodsy Owl Activity Guide.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demonstrations (Science); *Gravity (Physics); Higher Education; *Physical Sciences; *Physics; Science Activities; Science Instruction; Secondary Education
IDENTIFIERS- *Marshall Space Flight Center; *National Aeronautics and Space Administration

The Microgravity Demonstrator is a tool used to create microgravity conditions in the classroom. A series of demonstrations is used to provide a dramatically visual, physical connection between free-fall and microgravity conditions in order to understand why various types of experiments are performed under microgravity conditions. The manual is divided into five sections. The first section explains how to put the Microgravity Demonstrator together. The next section introduces the individual demonstrations and discusses the underlying physical science concepts. Following that are detailed steps for conducting each demonstration to make the most effective use of the demonstrator. The following section features some ideas on how to make a microgravity demonstrator. The last section contains a tips and troubleshooting guide for video connections and operations. (SAH)

ED 448 052 SE 064 349

Walker, Sharon H., Ed.; Damon-Randall, Kimberly, Ed.; Walters, Howard D., Ed.
A Resource Guide for Oceanography and Coastal Processes.
PUB DATE- 98
NOTE- 282p.; This publication has been funded by the National Sea Grant College Program, the Office of Naval Research/Naval Research Laboratory, the National Ocean Partnership Program, the Consortium for Oceanographic Research and Education, the Institute of Marine Sciences--The University of Southern Mississippi, and Mississippi's Department of Marine Resources (Tidelands Trust Funds).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Secondary Education; Lesson Plans; Marine Education; *Oceanography; *Science Activities; Science Instruction; *Teaching Methods
IDENTIFIERS- *Coastal Management; *Coastal Zones; National Oceanic and Atmospheric Administration; Naval Research Laboratory; Sea Grant Program

This resource guide was developed for elementary, middle, and high school teachers to teach about oceanography and coastal processes. This guide contains information on the program's history and names and contact information for all Operation Pathfinder participants since 1993. The body is divided into 6 topics. Topic 1 is on Physical Parameters, topic 2 is on Plate Tectonics, topic 3 is on Marine and Aquatic Habitats, topic 4 is on Marine and aquatic Pollution, topic 5 is on Marine and Aquatic Resources, and topic 6 is on Deep Sea Technology. Each topic discussed includes an introductory description, grade suitability listing, background information, objectives, materials, an activity description, possible extension activities, teacher evaluation methods, and references. (SAH)

Thompson, Lynne
Sedgemoor: A Suitable Case for Treatment? Heritage, Interpretation and Educational Process.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Field Trips; Foreign Countries; *Heritage Education; Higher Education; *Historic Sites; *Historical Interpretation; *Learning Processes; Marketing; Student Development
IDENTIFIERS- Historical Background; Interpretive Research; Regional History; University of Exeter (England)

A partnership between the Universities of Exeter and Bournemouth at their joint University Centre in Yeovil College, Somerset (England) allowed local students to participate in higher education via a BA degree in Heritage and Regional Studies. This program represents several disciplines including history, literature, and the visual arts. It aims to provide a process whereby students obtain a better understanding of what might be termed "regionality"--an appreciation of how the identity of a specific place is constructed--and help develop students' transferable skills of teamwork, problem solving, and communication. One strategy employed to further these aims was the incorporation of an accredited study tour of heritage sites in Dorset, Devon, and Somerset during the summer of 1999. This paper first provides a historical context on the Battle of Sedgemoor, a battlefield site on the tour which was a marketing project of the Somerset Tourist Board in 1985. The paper analyzes the interpretation of the battle in terms of the Tourist Board campaign and discusses the reasons for its ultimate failure. It then provides suggestions which may influence future decisions on the choice of themes, stories, and messages and their likely impact upon visitor knowledge, attitudes, and behavior in relationship to the re-interpretation of Sedgemoor as a heritage resource. It comments briefly on the student experience of the study tour. (Contains 10 references.) (BT)

ED 448 076 SO 032 260

Indiana Academic Standards 2000: Final Version.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music; *Music Activities; *Music Education; *Music Techniques; Public Schools; *State Standards; Student Development
IDENTIFIERS- *Indiana

Quality music education in schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program. The proposed Indiana state standards for music are based upon national standards that describe fundamental and vital content areas of musical attitude of indifference. The targeted population for this study consisted of seventh and eighth grade general music students in an economically and culturally diverse urban community in western Illinois. An emphasis was placed on incorporating active learning strategies in order to improve student interest and participation. The report includes an analysis of probable causes of student disengagement; a plan of intervention based on increasing on-task behavior, increasing personal insight and appreciation, and increasing student recall, comprehension, and transfer of course content; a discussion of the results; and recommendations. Contains 34 references. (BT)

ED 448 101   SO 032 347

Puurula, Arja; Karppinen, Seija
Student Assessment in Arts Education: Towards a Theoretical Framework.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Nordic Association for Educational Research Conference (Norway, September 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Comprehensive Programs; *Dance; *Drama; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Music; *Student Evaluation; *Visual Arts
IDENTIFIERS- *Finland; Theoretical Orientation; Theory Based Evaluation

Student assessment is dependent on the educational views of the teacher. Arts pedagogy in comprehensive schools has several approaches, orientations, and even genres, each in turn having hidden practices of student evaluation. These stem on the one hand from the pedagogical tradition of the field (music, visual arts, drama, craft) and on the other hand from the status of the subject within the school system (arts subjects as entertainment vs. arts subjects as crucial elements in the development of a competent future citizen). This paper aims at developing a theoretical framework for studying assessment in arts subjects. Dance and drama education are not school subjects in Finland, but because the theoretical framework in the paper is developed using international research results and literature, it covers those subjects as well as music, visual arts, and craft/sloyd. Contains 3 figures and 30 references. (Author/BT)

ED 448 102   SO 032 348

Haas, Mary E.
Immigrants and Refugees: An Introduction to the Meaning and Means for Justice.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 448 122   SP 039 634

Tirri, Kirsi; Nevgi, Anne
In Search of a Good Virtual Teacher.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual European Conference on Educational Research (Edinburgh, Scotland, United Kingdom, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; *Computer Uses in Education; Feedback; Foreign Countries; Higher Education; *Internet; Open Universities; Student Attitudes; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Finland; *Virtual Universities

This study examined the qualities of good virtual teachers, investigating what aspects of teaching and learning college teachers and students considered the most important in a Web-based learning environment. Participants were teachers and students who taught or studied at Helsinki Virtual Open University from 1995-99. Respondents completed mailed questionnaires that assessed how learning was tailored to meet students' individual needs and how well teachers provided personalized guidance and feedback to students. Teachers and students also wrote qualitative essays describing their ideas about good virtual teachers. Data analysis indicated that both teachers and students believed that the characteristics of a good virtual teacher were very much the same as the characteristics of an effective teacher in general (businesslike, clear in communication, friendly, easy to approach, and willing to look at students' individual differences). They believed that a good virtual teacher needed pedagogical wisdom, teaching experience, and subject matter knowledge. They considered computer skills important, though not among the top qualities of a virtual teacher. (Contains 18 references.) (SM)

ED 448 123   SP 039 635

Bowman, Richard
Embedded Preservice Teacher Education: Sophomore Multicultural Internship.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consciousness Raising; *Cross Cultural Training; Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; Field Experience Programs; Higher Education; *Internship Programs; Mexican Americans; *Multicultural Education; *Preservice Teacher Education; Student Teacher Attitudes
IDENTIFIERS- Moorhead State University MN

This paper describes the Sophomore Multicultural Internship for preservice teachers at Moorhead State University, Minnesota. From 1990-95, the program immersed preservice teachers in cross-cultural encounters and K-12 clinical experiences intended to: engender enlightened tolerance; provide an embedded context for making moral choices to pursue careers in teaching; prepare

Secondary Education; *Multicultural Education; Teacher Role
IDENTIFIERS- Critical Pedagogy; Pacific Oaks College and Childrens School CA

This book articulates theoretical principles from which to develop a critical practice of bicultural education. It confronts the dominant cultural values and practices that function in the schooling process to marginalize and silence the voices of African American, Hispanic American, Asian American, Native American, and other bicultural students in the United States. The book notes that teachers are ill-prepared to meet the needs of the minority students who enter their classroom and discusses the capacity of teachers to redefine their roles as transformation intellectuals rather than simple dispensers of knowledge. The six chapters are as follows: (1) "The Problem with Traditional American Pedagogy and Practice"; (2) "The Link between Culture and Power"; (3) "A Critical Theory of Cultural Democracy"; (4) "Critical Pedagogy as a Foundation for Bicultural Education"; (5) "Creating the Conditions for Cultural Democracy in the Classroom"; and (6) "Informing Practice: The Pacific Oaks College Bicultural Development Program." (SM)

ED 448 144   SP 039 670

Wade, Suzanne E., Ed.
Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators.
PUB DATE- 00
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Method (Teaching Technique); *Case Studies; Cultural Awareness; Diversity (Student); Elementary Secondary Education; English (Second Language); Higher Education; *Inclusive Schools; Literacy Education; Mathematics Instruction; Preservice Teacher Education; *Regular and Special Education Relationship; Science Instruction; Sexual Harassment; Teacher Attitudes; Teacher Educators; Teaching Methods

This book is designed to accompany the book, "Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers." It introduces case pedagogies and describes curricula that teacher educators have developed using cases designed to prepare preservice teachers for inclusive education. Part 1, "Curricula for Preparing Teachers for Inclusive Education," includes 5 chapters: (1) "An Introduction to Case Pedagogies for Teacher Educators" (Suzanne E. Wade and Elizabeth B. Moje); (2) "A Case-Based Curriculum on Inclusive Education for Teacher Education" (Suzanne E. Wade); (3) "Mathematics for All: Using Teaching Cases To Prepare Elementary Teachers for Inclusive Classrooms and Pedagogies" (Janine T. Remillard); (4) "Teaching Science for All" (Julie Gess-Newsome and Sherry Southerland); and (5) "Using Cases of Inclusion in a Content Literacy Method Course" (Elizabeth B. Moje). Part 2, "Teaching Notes for the Cases in 'Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers,'" includes: Case 1: "One Parent's Struggle for Inclusion" (Staff); Case 2: "The Dialogue That Might Be Silencing" (Janine T. Remillard); Case 3: "Teachers' Attitudes toward ESL Students and Programs" (Ruth Trinidad and Sofia

IDENTIFIERS- *Wales

A study was conducted of differences in academic performance of boys and girls in Wales, exploring factors that might explain any differences and making recommendations about further studies that might be needed. The statistical analysis is based on statutory assessment and examination results for Wales. At an all-Wales level, for all subjects, girls perform better than boys at levels KS1 to KS4 (key stages), but these differences are most evident in English and Welsh language and literature. For mathematics and science, there are no evident differences at any grade level. The full report, which follows an executive summary, contains these chapters: (1) "Introduction"; (2) "The Comparative Performance of Boys and Girls at School in Wales: Methods"; (3) "The Comparative Performance of Boys and Girls at School in Wales: Results"; (4) "The Determinants of Differential Attainment of Boys and Girls at School in Wales"; and (5) "Recommendations." Four appendixes contain discussions of subject groups, differences from previous reports, differences between local education agencies, and a bibliography. (Contains 40 tables, 9 figures, and 78 references.) (SLD)

ED 446 165   TM 031 801

Fenton, Ray

Anchorage School District Profile of Performance, 1998-1999. Assessment and Evaluation Report.

PUB DATE- 99

NOTE- 668p.; Cover page title varies slightly.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; College Entrance Examinations; Demography; Elementary Secondary Education; *Ethnicity; *Outcomes of Education; Parents; Profiles; Satisfaction; *School Districts; *Standardized Tests; Student Characteristics; Students; Surveys; Tables (Data); Teachers; Test Results

IDENTIFIERS- *Anchorage School District AK

The "Profile of Performance" is the Anchorage School District, Alaska, report card to the School Board and community on academic achievement. Part 1 of the report provides a summary of performance across the entire district on a variety of indicators of achievement. It includes an overview of district performance and an examination of the performance of students by ethnic and income groups. Part 2 looks at each of the more than 90 schools and programs in Anchorage, providing information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school. The focus of this document is on the regular education program. It does not include the special education program; nor does it address the social or physical wellness of students other than through the end-of-year report card surveys. While the majority group in the Anchorage School District continues to be white, students whose ethnic background is other than white account for an increasing portion of the school district's population, amounting to 33% in 1998-1999. Although overall Anchorage School District indicators were very positive with norm-referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there were substantial differences in the performance of individual schools. Many Anchorage schools have large numbers of students who come from low-income homes and have high student mobility.

PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; *Elementary School Students; *Grade Repetition; Grades (Scholastic); Primary Education; Rural Schools; *Small Classes

The effect of class size reduction on grades and retention was investigated. Class size for second and third graders in a rural school district was reduced from an average of 24 in second grade to an average of 20 students per class and an average of 25 in third grade to an average of 22 per class. The purpose was to investigate whether the provision of more instructional time between teacher and child through class size reduction would increase academic achievement and decrease pupil retention. Comparing year grade averages in mathematics and reading and comparing the retention rates to the previous year's averages and rates were the methods used to evaluate the success of this intervention. Results indicate positive gains in achievement and a reduction in the number of students retained. (Contains 1 table and 18 references.) (SLD)

ED 448 186 TM 032 147

Schneider, Timothy H.; Klotz, Jack
The Impact of Music Education and Athletic Participation on Academic Achievement.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Athletics; Elementary School Students; Intermediate Grades; *Music; Music Education; *Participation; Performance Factors; Scores; Secondary Education; Secondary School Students; Standardized Tests; Test Results

This study sought to determine if participation as a musician or an athlete had an effect on academic achievement as measured by standardized test scores. It was hypothesized that students who received training as musicians would score higher on the core battery composite of reading, language, and mathematics sections of the California Achievement Test than their athletic and non-musician peers, and that the amount of time spent (years of music study or athletic participation) would have a significant effect on test scores. Subjects were 346 students who performed in the band or the choir, were athletes, or were nonparticipants in either music or athletics. Data were collected from 1991 through 1995 (grades 5 through 9). Results show that although the mean scores for musicians were higher than nonmusicians/nonathletes, participation in music was not a conclusive factor in predicting statistically higher academic scores than those of nonmusicians and nonathletes. Musicians did score higher than the athletes did, and over time this gap widened. Findings indicate that factors other than enrollment in a performing music class were affecting the outcome. The schools represented in this study reflected a cross section of different types of music programs. Results also indicated an overall drop in standardized test scores in the ninth grade that was not seen for student musicians. Two appendixes contain

Research; *Research Methodology

The American Psychological Association Task Force recommended that researchers always report and interpret effect sizes for quantitative data. However, no such recommendation was made for qualitative data. The first objective of this paper is to provide a rationale for reporting and interpreting effect sizes in qualitative research. Arguments are presented that effect sizes enhance the process of "verstehen/hermeneutics" advocated by interpretive researchers. The second objective of the paper is to provide a typology of effect sizes in qualitative research. Examples illustrating various applications of effect sizes are given. For instance, when conducting topological analyses, qualitative analysts only identify emergent themes, yet these themes can be "quantitized" to determine the hierarchical structure of emergent themes. The final objective of this discussion is to illustrate how inferential statistics can be used in qualitative data analysis. This can be accomplished by treating words spoken by individuals or observations emerging from a particular setting as sample units of data that represent the total number of words or observations existing from that sample member or context. Heuristic examples are provided to demonstrate how inferential statistics can be used to provide more complex levels of "verstehen" than is presently found in qualitative research. (Contains 2 figures and 50 references.) (Author/SLD)

ED 448 207   TM 032 237

Tapia, Martha

The Relationships of the Emotional Intelligence Inventory.

PUB DATE- 99

NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Foreign Countries; *High School Students; High Schools; Intelligence; *Intelligence Tests; Structural Equation Models

IDENTIFIERS- *Emotional Intelligence; Mexico

The purposes of this study were to examine the relationship between emotional intelligence as measured by the Emotional Intelligence Inventory (EQI) (M. Tapia and J. Burry-Stock, 1998) and intelligence as measured by the Otis-Lennon School Ability Test (OLSAT). Other comparisons included measures of verbal and mathematics scores on the Preliminary Scholastic Assessment Test (PSAT), grade point average (GPA), and the demographic variables of ethnicity, gender, and levels of education of parents. A structural equation model was built with the variables that had a significant relationship with emotional intelligence. The sample included 319 high school students from the American School Foundation in Mexico City. The resulting data showed a nonsignificant correlation of OLSAT scores and EQI scores, indicating a lack of relationship between the construct of emotional intelligence and general intelligence, and there was also a lack of relationship with academic achievement as measured by the PSAT. A significant correlation was found with GPA. There were no significant differences when EQI scores were grouped by ethnic background, level of education of mother, and level of education of father. Females scored significantly higher on the EQI than males. The analysis of the structural equation model built indicated a

SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Helen Bader Foundation, Milwaukee, WI.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; *Educational Change; *Educational Research; Elementary Secondary Education; Public Schools; Research Methodology; *Student Evaluation; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; *Reform Efforts
This paper describes the Study of Systemic Reform in Milwaukee Public Schools (MPS), an embedded research project that crossed the lines between objectivity and subjectivity, technical assistance and evaluation, and qualitative and quantitative research. The project created a collaboration between researchers at the Wisconsin Center for Education Research and staff at MPS to develop a higher level of analytic and management capacity for shaping and guiding a set of reform efforts. The embedded research was guided by a theory of systemic reform that required the alignment of system components within the district. The research also incorporated system and school accountability and assessment principles, including consequential validity and the use of multiple measures. Inputs from the district included newly adopted standards and grade level expectations, an assessment system that incorporated a variety of measures and that drove instruction (but did not have the resources to develop psychometrically sound instruments); a strong Middle School Principal's Collaborative and coherence in the middle grades; a newly adopted district-wide mathematics curriculum for the middle grades; a data warehouse system under development; and a new administration that is decentralizing the district by moving nearly all decision responsibility to the schools. (Contains 14 references.) (SM)

ED 448 228 UD 033 885

Wertheimer, Richard; Jager, Justin; Moore, Kristin Anderson
State Policy Initiatives for Reducing Teen and Adult Nonmarital Childbearing: Family Planning to Family Caps. New Federalism: Issues and Options for States. An Urban Institute Program To Assess Changing Social Policies, Series A, No. A-43.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 9p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 448 247 UD 033 906

McKernan, Rose-Ann
African-American Students in APS: A Special Report Prepared for the Superintendent's Community Council on Equity. A Report in Support of Goals II and VII.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; *Early Intervention; Elementary Secondary Education; *High School Students; Low Income Groups; *Parents; *Student Attitudes; Surveys; Test Results; Urban Schools; Urban Youth
IDENTIFIERS- African Americans; *Albuquerque Public Schools NM; Educational Indicators

The purpose of this report is to provide an initial set of indicators for the success of African American students in the Albuquerque, New Mexico, Public Schools (APS). The major data gathering activity was a survey of parents and students completed by 244 students and 251 parents. Parents and students presented a relatively positive picture of their schools. Both respondent groups believed that students were treated fairly in the schools and that they were safe in school. Both groups believed that teachers care about students, and that there is at least one staff member in whom a student might confide if there were a problem. Based on the percentage of district enrollment of African American students, they are under-represented in honors and enriched classes and in gifted education but over-represented in remedial special education. A higher percentage of African American high school students pass all six subtests of the competency examination than at the district or state levels. Based on the 1998 senior survey, Albuquerque African American students have a higher rate of acceptance into postsecondary institutions. The city's African American students have an average of 19 on the ACT college entrance examination; although this is still 2 points lower than the APS average, it is 2 points higher than the national average for African Americans. About 48% of African American students were eligible for free or reduced cost lunch, and those students eligible for free lunch scored lowest of all groups studied. High levels of success among junior and senior African American students, coupled with low early literacy rates and high dropout rates, pose a challenge for appropriate comparisons to other ethnic groups. The findings suggest that programs focused on at-risk African American students should include early literacy intervention and dropout intervention with staff cultural awareness training. An appendix contains enrollment and population figures for ethnic subgroups. (Contains 28 tables and 6 figures.) (SLD)

ED 448 248 UD 033 907

Schwartz, Wendy
Preventing Student Sexual Harassment. ERIC Digest Number 160.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(Richard Coleman and Liz Viggars); (11) "Benchmarking UK Higher Education and Public Sector Facilities and Estates Management" (Ilfryn Price); (12) "Benchmarking the Learning Infrastructure: Library and Information Services Case Studies" (Stephen Town); (13) "HEFCE's Value for Money Studies" (Helen Lund); (14) "Benchmarking in Other HE Systems" (Helen Lund and Norman Jackson); (15) "CHEMS International Benchmarking Club" (John Fielden and Michael Carr); and (16) "Benchmarking for Higher Education: Taking Stock" (Norman Jackson and Helen Lund). Appendixes are "An Approach to Quantitative Benchmarking" by Norman Jackson and "Universitas 21" by Dugald Mackie. (Contains 30 figures, 21 tables, and 273 references.) (SLD)

ED 447 749   HE 033 592

Bennett, Neville; Dunne, Elisabeth; Carre, Clive
Skills Development in Higher Education and Employment.
PUB DATE- 00
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Graduates; Employees; *Employment; Foreign Countries; *Higher Education; Models; *Skill Development
IDENTIFIERS- *England

This study attempted to gain understandings of skill acquisition in higher education and employment settings with the aim of improving the provision of these skills. The findings and analyses provide a conceptualization of core and generic skills and models of good practice in their delivery. The study presents student and graduate employee perspectives on skill delivery. The higher education sample consisted of 32 lecturers and their students in 16 departments in 4 institutions of higher education. Interviews were held with 24 graduate employees in their first year of employment, with a follow-up with 10 of these employees a year later. The implications for the development of skills, especially generic skills useful in the workplace, are discussed. Seven appendixes contain details about the study, some forms used in the research process, and the case study of a training program. (Contains 10 figures and 19 tables.) (SLD)

ED 447 750   HE 033 593

Prichard, Craig
Making Managers in Universities and Colleges.
PUB DATE- 00
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Administrators; *Adult Education; *College Faculty; *Educational Administration; Foreign Countries; *Higher Education; Interviews; Professional Development; *Sex Differences; Training
IDENTIFIERS- *England

This book discusses the development and significance of managers and management in universities and colleges, focusing on management that involves the development of different ways of talking, acting, and relating to people at work. It draws on interviews with more than 70 senior managers from 4 universities and 4 further education colleges in the United Kingdom to explore the repositioning of academics as managers

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; *Educational Finance; Employment; *Family Income; Graduation; Higher Education; Outcomes of Education; Parent Financial Contribution; *Paying for College; *Student Costs
IDENTIFIERS- Earning Potential

This monograph offers new ways of looking at long-term trends in four-year college charges to undergraduates, the ability of students and families to pay them, and trends in college prices in relation to the earnings outcomes of college attendance. After an introduction, the monograph focuses on: "Trends in College Prices and Family Incomes"; "Trends in College Graduates' Earnings"; "Paying for College Charges with Increased Earnings"; "The Cost versus Benefit Analysis for Students Who Leave College without Degrees"; "Changes in College Participation and Graduation Ratios"; "State-by-State Differences in College Affordability"; "State-by-State Differences in Graduation Productivity Ratios"; "State-by-State Differences in Affordability and Graduation Productivity"; "Some Policy Implications of the Long-Term National Trends"; and "Some Policy Implications of the State-by-State Patterns." Four tables are appended. (Contains 40 references.) (SM)

ED 447 771 HE 033 615

Private Economic Benefit/Cost Ratios of a College Investment for Men and Women, 1967 to 1999.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Education Work Relationship; *Educational Benefits; Educational Economics; *Educational Status Comparison; Employment Potential; *Higher Education; Outcomes of Education; Socioeconomic Status; Success; Tables (Data)

This issue analyzed the income/cost ratios of a college investment decision for individuals. The analysis for men and women was done separately, because men and women have very different incomes at similar levels of educational attainment. Calculations were performed for each year from 1967 through 1999. Benefit (income) data were derived from the Census Bureau, while college cost data are from the National Center for Education Statistics. Main conclusions were: (1) a college education is a profitable investment; (2) for those who say they cannot afford college, the appropriate reply might be that they cannot afford not to go to college; (3) about the only thing more expensive than attending college is not attending college; and (4) most college educations are at least as good an investment in 1999 as they were three decades ago. The issue also examines education enlistment standards and attrition in military service, and analyzes the U.S. tax burden. (EV)

ED 447 772 HE 033 616

Undergraduate Degree Completion by Age 25 to 29 for Those Who Start College, 1992 to 2000.
PUB DATE- 00
NOTE- 18p.

composed the sample analyzed. Qualitative analysis of journal entries was done by coding journal text into major "thinking units," which were further broken down into subcategories and contextual text segments associated with each. The three general thinking units identified were: (1) technical issues related to electronic journals; (2) attitudes toward e-journaling; and (3) suggestions for changes in the e-journaling process. This paper examines the subcategories of the general thinking units and the specific student perceptions illustrating them. Results agree with the recent literature on the effectiveness of journaling in promoting an increase in student reflective capabilities. Modifications in journal use for the 2000-2001 school year as a result of the study and implications for future journal use, both in this class and as part of a broader longitudinal study on the efficacy of journaling, are also discussed. Appendices include an informed consent form, summary contents for each student, and a message to the class on journal entries. (Contains 30 references.) (Author/MES)

ED 447 792   IR 020 414

Stern, Robin; Repa, J. Theodore
A Study of the Efficacy of Computerized Skill Building for Adolescents: Reducing Aggression and Increasing Pro-Social Behavior.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Aggression; *Behavior Change; *Computer Assisted Instruction; Courseware; Grade 7; Grade 8; Instructional Design; *Instructional Effectiveness; Intermode Differences; Middle Schools; Pilot Projects; Prosocial Behavior; Role Playing; *Student Behavior; Teacher Role; Urban Areas
IDENTIFIERS- New York City Board of Education

This article describes a pilot study that evaluated the efficacy of a computer-based, behavioral skill-building program in reducing aggression and improving academic performance among middle school students. The program is Ripple Effects' "Relate for Teens," a media rich, interactive application based on combining a proprietary learning system with research-proven strategies for shaping social behavior. The study involved three groups of diverse seventh and eighth graders from a New York City public school--2 experimental groups of 17 students each and 1 control group of 23 students--over a 12-week period. One experimental group used the program as a stand-alone intervention; the other had the additional intervention of teacher-facilitated role-plays and discussion. The study examined whether the program worked in changing social behavior under either condition and whether it impacted academic performance. Results indicate that students in both experimental groups showed less aggressive behavior and more pro-social behavior when compared with the control group. Students in both experimental groups also had fewer referrals to remedial summer school. An unexpected finding was that students who used the program without teacher intervention and role-plays had greater increases in pro-social behavior and greater reduction in aggressive behaviors. However, the group with added teacher intervention had fewer remedial summer school referrals. A student observation assessment tracking form is appended. (MES)

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Administrators; *Educational Administration; Elementary Secondary Education; Learning Resources Centers; *Librarians; *Library Administration; Library Development; *Media Specialists; Principals; *School Libraries

The purpose of this book is to help professional librarians gain administrator support for the library media center. The book is divided into three sections. Part 1, "Setting the Stage," explores the challenge and aspects of accountability that can be lost in the pressures of daily accomplishment. It details the personality characteristics found in those associated with school libraries and administration. Examples of extraordinary library media specialists from around the country are given. Part 2, "Planning for Success," highlights various themes of success and instructs in each component of planning. Preliminary objectives, intelligence gathering, resource analysis and development, finalizing objectives, developing strategies and timelines, and plan implementation and evaluation are all covered in depth. Numerous examples and anecdotes are presented throughout the section. Part 3, "Strategic Ideas," provides specific ideas to consider in building better relationships with administrators, teachers, parents, and students. Tips provide ideas for gaining credibility and for understanding how to achieve greater personal satisfaction. Checklists and instruments are provided at the end of many of the chapters. Contains an index. (AEF)

ED 447 811 IR 057 865

Blazek, Ron; Aversa, Elizabeth
The Humanities: A Selective Guide to Information Sources. Fifth Edition. Library and Information Science Text Series.
PUB DATE- 00
NOTE- 603p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Annotated Bibliographies; Fine Arts; *Humanities; *Information Science; *Information Sources; *Library Science; Literature; Philosophy; *Reference Materials; Religion; Theater Arts

This book provides a guide to humanities information sources for teachers and students in schools of library and information science, reference librarians, collection development officers in libraries, humanities scholars, and others who have information needs in the broad discipline. This fifth edition represents a more comprehensive and updated guide. The odd-numbered chapters relate to accessing information. Each odd-numbered chapter consists of several sections: a "working definition" of the field, a section on "use and users," a section on major divisions of the field, and a "computers" section. Finally, each access chapter has a few pages on important collections, research centers, and organizations. The "Computers in..." section of earlier editions is retained for each chapter. A section of "Helpful Resources for Students, Librarians, and General Readers" that was added to the fourth edition is also retained. The even-numbered chapters describe the reference works, both print and electronic. Bibliographic advice was given by specialists in the field regarding inclusion and deletion of titles from the previous edition.

This paper begins with a discussion of the characteristics and the singularity of chaotic systems, including dynamic systems theory, chaotic orbit, fractals, chaotic attractors, and characteristics of chaotic systems. The second section addresses the digital libraries (DL) concept and the appropriateness of chaotic models, including definition and characteristics of the digital library, collection, material technical organization, users and the circulation of knowledge, and organizational changes. (Contains 12 references.) (MES)

ED 447 829   IR 057 951

King, Helen
The Academic Library in the 21st Century--What Need for a Physical Place?
PUB DATE- 00
NOTE- 9p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Building Design; Foreign Countries; Futures (of Society); Higher Education; Innovation; *Library Facilities; *Library Planning; Library Surveys; Models
IDENTIFIERS- Australia; New Zealand

In May 2000, a survey of current academic library building activities in Australia was undertaken. The libraries were asked to identify current or planned building projects, the drivers of the projects (i.e., why they were being undertaken), assumptions about the future of academic libraries underlying the planning, and what were seen as the key innovations in the new facility. The broad purpose of the survey was to identify any significant new trends that were emerging in the physical planning of academic libraries. Thirty-eight libraries were surveyed, and seventeen indicated that they were currently involved in significant building activity. Two New Zealand academic libraries also responded. The survey also canvassed comments from respondents on the challenges they faced in negotiating support for new facilities. Future models for academic libraries were examined, including "Information Commons," the integrated facility, the learning center, and the decentralized model. The paper also provides background on an investigation of trends in the planning and design of academic library facilities that took place at La Trobe University (Victoria, Australia) in preparation for a number of library building projects that would alleviate severe space problems at three of the campus libraries. (Contains 19 references.) (MES)

ED 447 830   IR 057 952

Kirk, Joyce
Navigating the Information Society.
PUB DATE- 00
NOTE- 15p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English

Nonprofits tend to be: (1) vital and socially conscious, fulfilling missions that mesh well with those of community colleges; (2) a significant economic factor, contributing eight percent of the gross domestic product, employing ten percent of the workforce, and generating approximately $700 billion in annual revenues; and (3) involved with large potential student populations, already organized around common desires and needs. Community colleges are natural partners to nonprofits that offer facilities, potential students, and significant funding sources. If community colleges do not pursue partnerships with nonprofit organizations, they will be neglecting a vital, growing component of their communities at their own peril. Contains 11 references. (PGS)

ED 447 849   JC 010 015

Kleiman, Lisa
Tidewater Community College 1998 Graduate Survey Study.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Opportunities; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Two Year Colleges
IDENTIFIERS- *Tidewater Community College VA

This report presents Tidewater Community College's (TCC's) (Virginia) 1998 graduate survey study. Approximately half of the graduates attended another college or university prior to enrolling at TCC. A small portion enrolled directly from high school. Almost three-fourths of the graduates were working either full- or part-time while enrolled, and 20% were on military active duty or were discharged from the military service. The primary reasons students gave for attending TCC are: low tuition, a location close to home, and courses/curriculum of interest. After graduation, 73% of the graduates were employed either full- or part-time. Approximately three out of five graduates were working for the same company that employed them during their enrollment, and almost a third of this group received a promotion or pay raise after earning their degree. Approximately half of the graduates continued their education after graduation in a four-year institution or were enrolled full-time. Since 1994, the percentage of graduates who felt they regained or made progress in developing basic computer skills has increased from 71% to 85%. Between 80-90% of the graduates indicated they were adequately prepared in writing, speaking, and math skills, defining and solving problems, understanding written information, and thinking creatively. Graduates were overwhelmingly satisfied with the TCC experience. (VHC)

ED 447 850   JC 010 016

Distance Learning Task Force Report.
PUB DATE- 99
NOTE- 15p.; Presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (25th, Pittsburgh, PA, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computer Uses in Education;

Colleges
IDENTIFIERS- *Miami Dade Community College FL

The report from the Miami-Dade Community College (M-DCC) Institutional Research Office (Florida) updates information on trends in second language (ESL/ENS) credits at MCC. Over the past six years, while total credits decreased by 11.4% to 407,013, second language credits increased 26.9% to 62,500. In 1999 ESL/ENS courses constituted 15.4% of total college credits. By site, 65% of Hialeah Center credits were produced by second language courses, 51% of InterAmerican Campus credits, 17% of North Campus credits, 16% of Wolfson Campus, and 9% of Kendall Campus. Non-credit second language activity measured 5,784 equivalent credits in 1994 and increased to 18,957 in 1999, which is 45% of the total equivalent credits for that year. Non-credit data have been added here to give a more complete view of the second language activity at M-DCC. Table 1 gives the fall term 1994 through 1999 combined ESL/ENS credits as a percent of total college and campus credits. Table 2 presents the separation of ESL and ENS credits. The ESL prefix is used for college preparatory second language while ENS credits are college level second language credits. Table 3 gives the second language non-credit equivalents for fall terms 1994 through 1999. (JA)

ED 447 871 JC 010 038

State-Level Institutional Effectiveness Process for Texas Community and Technical Colleges.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Accountability; *Community Colleges; Evaluation Criteria; Higher Education; Institutional Evaluation; Institutional Mission; *Program Effectiveness; *State Standards; Two Year Colleges
IDENTIFIERS- *Texas

The document outlines and describes the Institutional Effectiveness measures and standards to be used by Texas' community and technical colleges in achieving their local and statutory missions. Performance expectations are outlined in the Texas Education Code, Criteria for Accreditation Southern Association of Colleges and Schools, Guidelines for Instructional Programs in Workforce Education, and Texas Academic Skills Program Policy Manual. The state-level Institutional Effectiveness process is based on seven critical success factors. Success factors 1 through 6 measure institutional characteristics, while success factor 7 is program specific. The success factors are as follows: Mission/strategic planning/institutional resources; Effective use of Perkins resources; Access/effectiveness of student services; Achievement; Continuing education/workforce development; Quality of academic areas; and Quality of workforce education programs. Each critical success factor is evaluated based on measures and standards. For example, the review of the institution's commitment to ensure quality planning and continuous improvement of programs as mandated by the Federal Perkins Act should measure the appropriateness of fund expenditure and the use of Perkins Basic Grant Funds for Workforce Education Program improvement efforts. Three components support Institutional Effectiveness efforts across the state: the Annual Data Profile, the Statewide Factbook, and the College Profiles; the On-Site Peer Review; and the Annual institutions in order to determine whether they are closer to secondary or tertiary education, and to attempt to divide them into sub-groups with common characteristics. Nineteen criteria were developed. According to the quality of their performance and to their development aspirations, these HVCs can be divided into three groups: 1) about 10 HVCs seem to have a potential to become non-university higher education institutions: 2) about 80-90 emphasize HVC's position within the education system between secondary and higher education; 3) the rest are not much different from currently existing secondary vocational schools. HVCs have been viewed as a new chance for many secondary school leavers to further their studies. A number of factors are hindering the firm set up and steady development of HVCs in Czech Republic. (JA)

ED 447 892   JC 010 060

Annual Report Card, December 1999. Research & Assessment.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Evaluation Criteria; Higher Education; *Institutional Evaluation; *School Effectiveness; State Universities; Two Year Colleges
IDENTIFIERS- *Tennessee Board of Regents

The document comprises of the Tennessee Board of Regents' (TBR) third annual report card and a press release about the report card. The report card evaluates student learning, academic program, faculty productivity, and financial accountability. Each report card provides outcome data on 15 different performance indicators, which are compared to regional and national reports where data are available. Examples of indicators in the report card include the following: the percentage of TBR students who passed professional licensure exams on the first attempt; student employment within three months of graduation in jobs related to their degree; and a measurement of the quality of academic programs at TBR institutions (i.e., national accreditation and peer review results). Eighty-one percent of TBR undergraduate program evaluated by external review teams met at least 90% of the established standards. During the 9-month school year, each TBR university and 2-year college faculty member provides on average 475 hours of student instruction. On average, TBR spends about 75 cents on every dollar in academic and student related functions, compared to 62 percent nationally. (JA)

ED 447 893   JC 010 062

NVCC Non-Returning Student Survey Report.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Dropout Research; *School Holding Power; *Student Attrition; *Student Characteristics; Student Surveys; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Northern Virginia Community College

Northern Virginia Community College (NVCC) conducted a student survey to identify causes of first-time student attrition between fall 1999 semester and the following spring semester. A

Noting that bullying among primary school-age children has become recognized as an antecedent to more violent behavior in later grades, the 3-year Maine Project Against Bullying examined currently available research on bullying and evaluated books, curricula, media materials, and programs to identify resources and strategies which can be applied in Maine schools to alleviate the problem of bullying in kindergarten through fourth grade. Year 1 of the project focused on reviewing research and current materials on bullying. Year 2 involved a survey on bullying of third graders in Maine elementary schools during February 1999 as a baseline. Participating in the survey were 125 schools providing a sample of 4,496 subjects, 28 percent of all Maine third graders. Bullying was defined as teasing in a mean way, calling hurtful names, leaving others out on purpose, threatening, hitting, kicking, or pushing. Major findings relate to: (1) the nature and extent to which bullying is occurring in a school; (2) how children have reacted to bullying at school and the consequences for their feelings of safety and well-being; (3) whether they have informed others and to what outcomes; (4) students' perceptions of their own aggressive behaviors at school; and (5) gender differences regarding the above. Specific recommendations were made for the Department of Education, school personnel, students, parents, and communities. Year 3 focused on raising public awareness of the issue and providing free training for participating schools. (Appended are a complete copy of the data analysis and the survey. Contains a 200-item bibliography.) (KB)

ED 447 912 PS 029 002

Lundin, Janet, Ed.
Prekindergarten Learning & Development Guidelines.
PUB DATE- 00
NOTE- 204p.; "In cooperation with Sharon Hawley."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Competence; Cultural Differences; Educational Improvement; *Educational Quality; Educational Resources; Family School Relationship; *Preschool Children; *Preschool Curriculum; *Preschool Education; *Preschool Teachers; Program Implementation; Special Needs Students; *State Standards; Teacher Role; Teacher Student Relationship
IDENTIFIERS- California

Recognizing the importance of providing high-quality preschool education for helping to ensure children's future educational success, this document presents guidelines for what constitutes high-quality programming across a broad spectrum of curriculum and practice for California preschools, taking into account the state's move toward higher expectations for all students. The document is presented in three parts. Part 1 reviews the background and context of early childhood education, with a particular focus on recent developments in the field in California. Part 2 consists of guidelines for all the major areas of a high-quality preschool program, with the themes of special needs, cultural diversity, parent and family involvement, assessment, and professional development woven throughout the document. Part 3 presents a variety of resources for program implementation and improvement. Guidelines, examples, and vignettes in the document offer directions on the foundations and the methodological approach, summarizes and synthesizes the data, and suggests some overview issues and implications for self-evaluation processes in early childhood centers. The action research trial used learning and teaching stories, narrative reflections used by teachers and practitioners to assess children and evaluate programs within their own centers over the course of one year. The trial found that center staff varied in their knowledge and confidence about Te Whariki. The learning and teaching story framework was useful in understanding the curriculum, and using the framework changed staff behaviors with, and attitudes toward, children and parents. Involving management and large number of parents in the process proved administratively complex. The project served to expand on the idea that evaluation of early childhood programs should be grounded in quality from the child's perspective. A number of key features of the action research process, as a process for self-evaluation, emerged. (Ten appendices include a project flyer, information on research dissemination, links between evaluation projects, and an outline of the assessment/evaluation framework. Contains 78 references.) (KB)

ED 447 931 PS 029 029

Walery, Nancy, Ed.; Evinger, Sara, Ed.; Dailey, Lyn, Ed.; Sherman, Marsha, Ed.; Zamani, Rahman, Ed.
Child Care Health Connections, 2000: A Health and Safety Newsletter for California Child Care Professionals.
PUB DATE- 00
NOTE- 72p.; For 1999 newsletters, see ED 445 773. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Child Health; *Child Safety; *Day Care; Early Childhood Education; Fathers; Inclusive Schools; Infant Care; *Infants; Newsletters; Nutrition; Obesity; Poisoning; School Age Day Care; Sexuality; Sudden Infant Death Syndrome; Toddlers; *Young Children
IDENTIFIERS- California; Day Care Quality; Parent Caregiver Relationship; Prescription Drugs

This document is comprised of the six 2000 issues of a bimonthly newsletter providing information on young children's health and safety for California's child care professionals. Regular features include a column on infant/toddler concerns, a question-answer column regarding medical and health issues, a nutrition column, and resources for child care providers. Periodically featured is information on behavioral, diversity, and school-age care issues. The feature articles for each issue are as follows: (1) "Changes Made to 15-Hour Health and Safety Training Requirements" (Jan-Feb); (2) "Child Care Health Consultation: The View from the Health Department" Mar-Apr); (3) "What Is a 'Medical Home?'" (May-Jun); (4) "The Right Call for Poison Help" (Jul-Aug); (5) "Let's Talk about Prescriptions" (Sep-Oct); and (6) "Twenty Percent of SIDS Deaths Occur in Child Care" (Nov-Dec). (KB)

ED 447 932 PS 029 030

Child Development Functionality Assessment Guide: Standards and Requirements for Developing Most Efficient Organizations.
PUB DATE- 00
NOTE- 226p.

childcare can be an effective antidote to cycles of violence, conflict, poverty, and HIV/AIDS. The section concludes with descriptions of experiments and experiences in developed and developing nations with informal support networks and community agencies with innovative childcare programs. Section 2 presents three maps illustrating quality of life indicators for early childhood, the link between women's status and children's well-being, and the challenges to children's growth and development. Section 3 presents the latest data on children's well-being for 193 countries listed alphabetically, along with regional summaries and world totals. Countries are first ranked in descending order of estimated 1999 under-five mortality rate, which is then included in each of the following tables: basic indicators, nutrition, health, education, demographic indicators, economic indicators, women, and rate of progress. (Contains 65 reference notes.) (KB)

ED 447 950 PS 029 059

Robertson, Anne S., Ed.
Parent News Offline, 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; For 1999 issues, see ED 436 265.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Home Visits; Internet; Middle School Students; Newsletters; *Parent Education; *Parent Materials; *Parent Student Relationship; Parenting Skills; *Parents; Self Esteem
IDENTIFIERS- *National Parent Information Network; Zero Tolerance Policy

This document is comprised of the two issues in volume 2 of "Parent News Offline," a publication of the National Parent Information Network (NPIN) designed to introduce those without Internet access to the activities and information available through NPIN. The Spring 2000 issue contains the following articles: (1) "'Zero Tolerance': What Parents Should Know" (Anne S. Robertson); (2) "Helping Middle School Students Make the Transition into High School" (Nancy B. Mizelle); and (3) "Self-Esteem: Too Much of a Good Thing?" (Peggy Patten). The Reading Pathfinder Web site is also highlighted. The Fall 2000 issue contains the following articles: (1) "Home Visiting as a Tool To Ease High School Transitions" (Anne S. Robertson); and (2) "Public Schools Partnering with Faith Communities" (Anne S. Robertson). Articles from the online edition of Parent News concerning school Internet access and on educational alternatives are highlighted. Both issues also list recent publications from NPIN and the ERIC Clearinghouse on Elementary and Early Childhood Education. (HTH)

ED 447 951 PS 029 060

Katz, Lilian G.
Academic Redshirting and Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English

NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Disorders; Behavior Problems; *Children; *Counseling Techniques; *Counselor Client Relationship; Elementary Secondary Education; Emotional Problems; Evaluation Criteria; *Family Counseling; Family Needs; Intervention; *Parent Child Relationship; Parent Education; *Parents; Psychotherapy; School Counseling; School Counselors; Therapists
IDENTIFIERS- Pervasive Developmental Disorders

Intended to enhance the work of therapists, guidance counselors, teachers, clergy, pediatricians, and others who work with children and their parents, this book sets out a wise and practical framework for more effective interventions with challenging children and resistant parents in school, community, or health care settings. The book offers insights based on over 25 years of clinical experience and more than 1,000 workshops with parents, children, and professionals, while reflecting a deep understanding of the unprecedented demands on family life today. The chapters are as follows: (1) "Getting Started: How To Quickly Gather Information That Counts"; (2) "Down and Dirty Diagnosis: Spotting Developmental Psychiatric Problems Early On"; (3) "Tough Tykes: Getting through to Difficult Children (2-10 Years Old)"; (4) "Up Against the Wall: Getting through to Difficult Parents"; (5) "Gut Responses: Handling Anger, Outrage, Sexuality, and Other 'Unprofessional' Feelings"; (6) "Staying in Charge: Helping Parents Avoid the Traps of Modern Parenthood"; (7) "The Second Family: Working with Adolescents in a Dangerous World"; (8) "Resilient Kids: Nurturing Self-Esteem in 21st-Century Children and Adolescents"; (9) "The Power of Two: "Helping Parents Create a United Front"; (10) "Families under Siege: Helping Parents and Children Connect"; and (11) "At the Millennium: Toward a New Paradigm for Working with Children and Parents." (HTH)

ED 447 969   PS 029 098

Patten, Peggy; Ricks, Omar Benton
Child Care Quality: An Overview for Parents. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Day Care Effects; Early Childhood Education; Family Environment; Literature Reviews; Parent Influence; Parent Role; *Young Children
IDENTIFIERS- American Academy of Pediatrics; American Public Health Association; Child Care Resource Centers; *Day Care Quality; Day Care Selection; ERIC Digests; National Institute Child Health Human Development; *Quality Indicators; Research Synthesis

Many parents want to know how important the quality of care is to children's social, emotional, and academic development. This

PUB DATE- 99
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; American Indian Education; American Indians; *Delivery Systems; *Employment Services; Federal Indian Relationship; Federal Programs; Job Placement; *Job Training; *Outreach Programs; Program Evaluation; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982 Title IV; *Native Americans; Service Delivery Assessment

This report presents the findings from a 30-month evaluation of the Job Training Partnership Act (JTPA) Title IV Section 401 Indian and Native American (INA) Program. This specially targeted JTPA program provides employment and training services to American Indians, Alaska Natives, and Native Hawaiians. Most grantees are tribal governments or community-based organizations. The evaluation consisted of a survey completed by 113 of the approximately 175 INA grantees and site visits to 23 randomly selected grantees during which services were observed and staff and program participants were interviewed. Following an executive summary and an introductory chapter, the study design is detailed in chapter 2. Chapter 3 presents quantitative data from the grantee survey. Chapter 4 takes a broad-brush look at grantee organizations and service strategies, including goals and objectives, funding, staffing, and service emphases. Chapter 5 looks in depth at specific elements of service delivery: outreach and recruitment, the processes by which participants' needs are assessed and their service strategies developed; and the use of supportive services and stipends to support participants through training. The next four chapters focus on basic and occupational skills classroom training, on-the-job training, work experience and community service employment, and training assistance and placement services. Chapters 10-11 present factors influencing program design decisions, an assessment of program effectiveness, and some policy recommendations. Three appendices contain the survey, client characteristics and outcomes, and a list of abbreviations. (TD)

ED 447 987 RC 022 670

Wise, Paula Sachs; Cruise, Tracy K.; Kelly, Ruth M.
Technology Needs of Rural School Psychologists.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022), Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Collegiality; *Computer Literacy; Electronic Mail; Elementary Secondary Education; Information Needs; Information Technology; Internet; *Professional Development; *Professional Isolation; *Rural Schools; *School Psychologists
IDENTIFIERS- *Access to Technology; Illinois; *Training Needs

A survey of 71 rural Illinois school psychologists examined the frequency of their professional contacts, their level of computer knowledge, and their access to technology. Results indicate that although rural school psychologists serve an average of 1,620 students, practice in an average of 5.5 schools, and work for 2.2 school districts, professional isolation was less pronounced than expected. Two-thirds of the

Joint rural school-community projects are best sustained when developed by a collaborative group. The two basic dimensions of working collaboratively are team building and team planning. Critical elements of the collaborative process are: 1) community readiness--an assessment of community readiness should be performed, taking into consideration local leadership, collaborative experience, the complexity of the initiative, and the maturity of the organizations involved; 2) membership--since a broad base of community representation is critical to a collaborative's credibility, those outside the established circles of influence should be included; 3) leadership structures--leadership that suppresses group initiative should be avoided, and a shared leadership structure is recommended; 4) decision making--a shared, or consensus, decision making process is recommended, with subsets of the group making only limited, logistical decisions; 5) outside facilitators may be helpful if there is little history of community collaboration or there is a polarization or lack of trust among participants; 6) communication and conflict--participants must pay careful attention to the meanings they ascribe to words, and the decision making process should give participants permission to disagree and use conflict and its resolution as a constructive means of moving forward; and 7) accessing resources--start small and be creative. Southwest Educational Development Laboratory has a toolkit and guide for rural school districts to use in collaborative efforts. (Contains 11 references.) (TD)

ED 448 005   RC 022 722

Wattenberg, Esther, Ed.
Sovereignty: The Heart of the Matter. Critical Considerations on the Interface between the Indian Child Welfare Act and Adoption and Safe Families Act. A Summary of Proceedings of the Conference (Minneapolis, Minnesota, May 17, 2000).
SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- 00
NOTE- 55p.; Funding from Title IV-E.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adoption; *American Indians; Boarding Schools; *Child Welfare; Delinquency; *Federal Indian Relationship; *Federal Legislation; Foster Care; Social Support Groups; Social Work; Tribal Government; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- Adoption and Safe Families Act 1997; *Indian Child Welfare Act 1978; Minnesota; *State Tribal Relationship; Tribal Jurisdiction

The Indian Child Welfare Act (ICWA) recognizes tribes' rights to exercise authority over the welfare of Native American children. Although the ICWA was passed more than 20 years ago, its implementation in Minnesota has been uneven. A conference was held to rectify that situation, and these proceedings provide, among other things, information on negotiations, based on relationships of respect and equity, that have been accomplished between a number of tribes and their county affiliates. The first presentation, by John Red Horse, discusses the concept of sovereignty and its significance for ICWA. Valerie Lane gives a national perspective of critical considerations on the interface between the ICWA and the permanency planning required by the Adoption and Safe Families Act (ASFA). Next, Georgia Wetlin-Larson presents a Minnesota

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Conservation Education; Curriculum Guides; *Ecology; Elementary Education; *Environment; Environmental Education; Hands on Science; *Science Activities; Standards
IDENTIFIERS- *National Science Education Standards

This guide offers teachers and after-school group leaders 12 fun and engaging activities. Activities feature lessons on trees, water, wind, the earth, food, and waste. The activities are designed to help children aged 5-8 become more aware of the natural environment and fundamental conservation principles. Titles of children's books are embedded in the activities in order to help stimulate discussions. The Teacher Training Opportunities can serve as excellent resources to help teachers feel comfortable leading discussions and activities on the environment. The Teacher's Guide At-A-Glance, which includes an activity correlation to the National Science Education Standards, is designed to help incorporate the activities into the classroom curriculum. Reproducible Woodsy Owl and Woodsy Owl Badges are also included. (SAH)

ED 448 027 SE 064 216

Kids Count Data Sheet, 2000.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accidents; *Adolescents; Birth Rate; *Birth Weight; Births to Single Women; *Dropouts; Elementary Secondary Education; Homicide; *One Parent Family; Parent Financial Contribution; Poverty; Suicide; Tables (Data)
IDENTIFIERS- *United States

Data from the 50 United States are listed for 1997 from Kids Count in an effort to track state-by-state the status of children in the United States and to secure better futures for all children. Data include percent low birth weight babies; infant mortality rate; child death rate; rate of teen deaths by accident, homicide, and suicide; teen birth rate; percent of teen high school dropouts; percent of teens not attending school and not working; percent of children living with parents who do not have full-time year-round employment; percent of children in poverty; percent of families with children headed by a single parent; and percent of children who live in a household without a phone or computer or Internet access. (SAH)

ED 448 028 SE 064 227

Enger, Sandra K.; Yager, Robert E.
Assessing Student Understanding in Science: A Standards-Based K-12 Handbook.
PUB DATE- 00
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards;

ED 448 053 SE 064 350

Land and People: Finding a Balance.
PUB DATE- 00
NOTE- 45p.; Poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Ecology; High Schools; Lesson Plans; Science Activities; Science Instruction; *Teaching Methods
IDENTIFIERS- California (Los Angeles); Cape Cod; Everglades; *Geological Survey

This packet contains a series of teaching guides on land and people. This series features lessons on Cape Cod, the Everglades, and Los Angeles. Each section is divided into two parts: "For the Student" and "For the Teacher." The student materials give students a focus question to answer and also provide them with information they should use to answer the question. The teacher materials include a brief explanation of what students will learn as they answer the focus question and contains a description of how students may answer. Each section provides an introductory description of the activity. There are several activities for each lesson. Each activity lists the purpose of the lesson, materials needed, procedure, and a discussion. Additional reading material, graphs, charts, maps, and a poster are also included. (SAH)

ED 448 054 SE 064 351

Global Change. Teaching Activities on Global Change for Grades 4-6.
PUB DATE- 00
NOTE- 19p.; Poster not avilable from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Ecology; Global Education; Intermediate Grades; Lesson Plans; Science Activities; Science Instruction; *Teaching Methods
IDENTIFIERS- *Geological Survey; *Global Change

This packet contains a series of teaching guides on global change. The series includes lessons on dendrochronology; land, air, and water; and island living. Included is information such as : laws of straws; where land, air, and water meet; and Earth as home. Each section provides an introductory description of the activity, the purpose of the lesson, materials needed, procedures, questions, extensions, and resources. Additional reading material, graphs, charts, and worksheets are also included. (SAH)

ED 448 055 SE 064 352

Clean Water in the Pacific. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English

activities. These standards are (1) singing alone and with others; (2) playing an instrument alone and with others; (3) reading, notating, and interpreting music; (4) improvising melodies and accompaniments; (5) composing and arranging music within specified guidelines; (6) listening to, analyzing, and describing music; (7) understanding relationships among music, the other arts, and disciplines outside the arts; (8) understanding music in relation to history and culture; and (9) evaluating music and music performances. Each standard is articulated at every grade level from kindergarten through grade 8. Because of the variety of performance ensembles, course offerings, and experience levels within high school music, the academic standards for grades 9-12 are arranged by course type rather than by specific grade level. (BT)

ED 448 077 SO 032 284

Hardy, Lyda Mary
Women in U.S. History: A Resource Guide.
PUB DATE- 00
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Females; Higher Education; Historiography; Information Sources; Research Tools; Secondary Education; *United States History
IDENTIFIERS- Biodata; Historical Research; *Womens History

This resource guide provides an overview of resources on women in U.S. history. The guide includes primary sources, biographies, autobiographies, and profile compilations on both famous and obscure figures, focusing on resources produced since 1990 though earlier works when pertinent. Each entry denotes the most appropriate audience as middle school, high school, college, or adult. It outlines the field of women's history in terms of historiography, theory and methodology, and place in education. Includes subject and author/title indices. (BT)

ED 448 078 SO 032 313

Newman, Sally
Creating Effective Intergenerational Programs.
PUB DATE- 93
NOTE- 10p.; For related documents from the same preparing institution, see SO 032 314-316.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Intergenerational Programs; Older Adults; Planning; *Program Development; Service Learning; Youth
IDENTIFIERS- Intergenerational Relationship; *Social Connectedness

Residential, familial, and recreational patterns of contemporary U.S. society tend to isolate the young from the old. Sensitivity to this isolation has prompted many human service agencies to seek ways to promote opportunities for constructive and ongoing interactions involving children and older persons. This paper provides insights and descriptions of the development of intergenerational programs. It addresses the following questions: What are intergenerational programs? What

DESCRIPTORS- Classroom Techniques; Concept Formation; Elementary Education; Immigrants; International Relations; Place of Residence; *Refugees; Relocation; *Social Studies
IDENTIFIERS- Refugee Assistance

In this lesson plan students examine the concepts of immigrant and refugee, identifying the similarities and differences in the two concepts and exploring the stories of refugees and the people and organizations that help them. The lesson outlines knowledge objectives for students in grades 2-3 and presents additional objectives for students in grades 4-6. It lists skill objectives, attitudinal objectives, materials needed, and complementary resources. The lesson plan provides a sample step-by-step lesson, outlining objective, procedures, and assessment method and showing how the lesson can be developed, expanded, and applied. (BT)

ED 448 103 SO 032 349

Haven, Kendall
Voices of the American Revolution: Stories of Men, Women, and Children Who Forged Our Nation.
PUB DATE- 01
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonial History (United States); Curriculum Enrichment; Elementary Secondary Education; *Personal Narratives; *Revolutionary War (United States); Student Research
IDENTIFIERS- *Historical Figures; National History Standards

This book contains 30 accounts that depict important moments throughout the American Revolution. Some focus on famous historical characters but most focus on common citizens who participated in significant events. Overall, the accounts represent the wide range of voices and factions from the War. The accounts are organized chronologically. Each account includes a summary of a particular issue or event concerning the War; a biographical sketch of an actual person; an historically probable fictionalized dialogue; a brief summary of the aftermath of the issue or event; and research questions, hands-on activities, and critical thinking exercises. These activities and exercises complement the history curriculum and support National History Standards. Contains a glossary and a list of annotated references, including Web sites. (BT)

ED 448 104 SO 032 360

McLeod, Shannon, Ed.; Houlihan, Christina, Ed.
Help Your Neighbor, Help Yourself: Global Democracy Promotion and U.S. National Interest. A Curriculum Unit for Grades 11-12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Department of State, Washington, DC.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Democracy; *Foreign Policy; *Global Approach; *Government Role; High Schools; *International Relations; Social Studies; Student Educational

beginning teachers to address increasingly diverse groups of learners in contemporary classrooms; and affirm the connective tissue between professional education coursework and the kinds of decisions that confront teachers in diverse contexts. Each spring, sophomore preservice teachers lived, studied, traveled, and interned in the Rio Grande Valley close to the Mexican border. They served as interns within K-12 classrooms in a school district with a large population of Mexican students and teachers. They lived in condominiums inhabited primarily by local Hispanics and Mexican nationals. The internships enhanced the professional relevance of students' coursework and helped students use daily journals and team-based and large-group discussions to analyze educational contexts, reflect upon daily practice, and sense the influence of culture upon teaching and learning. The program modeled and taught habits of community by giving explicit attention to and providing structured practice for the skills required for community life. (SM)

ED 448 124   SP 039 636

Newton, Rose Mary; Hughey, Aaron W.
Do the Benefits Associated with School Council Membership Function as Incentives for Teachers To Seek the Position?
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Governance; Public Schools; School Policy; Teacher Attitudes; Teacher Motivation; *Teacher Participation; Teachers
IDENTIFIERS- Kentucky; *School Councils

This study examined whether the benefits currently afforded to Kentucky school council members functioned as incentives for teachers to participate in local school governance and management. Public school teachers in a mid-sized Kentucky school district were asked to read and evaluate recruitment messages that emphasized the benefits to be gained from their service on a school council. The recruitment message content contained the collective set of informal rewards being offered in various schools and stipulated the connection between council work, improved student performance, and the acquisition of school-based financial awards. Data analysis indicated that the existing benefits failed to attract most teachers to school council service. Relatively inexperienced teachers and experienced teachers responded differently to the benefits depicted in the recruitment messages. Relatively inexperienced teachers rated job descriptions more positively than relatively experienced teachers when the job description emphasized pecuniary job benefits. There were no significant differences when the job description emphasized nonpecuniary job benefits. (Contains 31 references.) (SM)

ED 448 125   SP 039 637

Garrett, Alan W.
Beyond "An Experiment with a Project Curriculum": The Other Works of Ellsworth Collings.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Teaching and Curriculum (7th, Alexandria, VA, October 5-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Villenas); Case 4: "Overcoming Cultural Misunderstandings" (Donna Deyhle); Case 5: "Tragedies and Turnarounds" (Staff); Case 6: "Small Victories: Pedro's Story" (Tamara L. Jetton); Case 7: "Reading in Biology Class" (Elizabeth B. Moje); Case 8: "When She's Ready, She'll Catch Up" (Tamara L. Jetton); Case 9: "'We Are Chauvinists': Sexual Entitlement and Sexual Harassment in a High School" (Audrey Thompson); Case 10: "Help, with Strings Attached" (Janine T. Remillard); Case 11: "In the Best Interests of the Child" (Beth L. Tulbert); Case 12: "Building an Inclusive School: Vision, Leadership, and Community" (Beth L. Tulbert); Case 13: "Inclusion for All? Dilemmas of a School's Move toward Inclusion" (Beth L. Tulbert); and Case 14, "Conflicts in Collaboration" (David Dynak). (SM)

ED 448 145   SP 039 671

Nee-Benham, Maenette Kape'ahiokalani Padeken Ah, Ed.
Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 00
NOTE- 204p.; Edited with Joanne Elizabeth Cooper. "In Our Mother's Voice" Web site: http://edwebs.educ.msu.edu/voice/.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; Cultural Influences; *Diversity (Student); Elementary Secondary Education; Empowerment; *Equal Education; *Indigenous Populations; Language Minorities; *Minority Group Children

This book presents a collection of papers on the rights of indigenous students to an equal education. The 15 chapters include: (1) "Gathering Together To Travel to the Source: A Vision for a Language and Culture-Based Educational Model" (Maenette Kape'ahiokalani Padeken Ah Nee-Benham and Joanne Elizabeth Cooper); (2) "Building a Child-Centered Model: 'An Indigenous Model Must Look to the Future'" (Kate Cherrington); (3) "A Holistic Education, Teachings from the Dance-House: 'We Cannot Afford To Lose One Native Child'" (Jeannette Armstrong); (4) "Grounding Vision on the Three Baskets of Knowledge: 'Kia ora ai te iwi Maori'" (Linda Aranga-Low); (5) "Advocating for a Stimulating and Language-Based Education: 'If You Don't Learn Your Language Where Can You Go Home To?'" (Sarah Keahi); (6) "A Commitment to Language-Based Education: 'Among the Gifts We Can Give Our Children Is Our Cultural Traditions'" (Darrell Kipp); (7) "Revitalizing Culture and Language: 'Returning to the Aina': (Kalena Silva); (8) "Building an Indigenous Language Center: 'The Children Have the Right To Learn Their Language'" (Gail Kiernan); (9) "Linking Native People around the Spirituality of All Life: 'The Gifts of Our Grandmothers and Grandfathers'" (Sam Suina); (10) "Creating a Ceremony: 'Nature's Model from the Longhouse People'" (Genevieve Gollnick); (11) "Building Linkages across the Community: 'To Take Action, Takes Great Courage and Strength'" (L.A. Napier); (12) "Envisioning a Community-Centered Education: 'We Do Not Own Our Children, We Must Honor Them in All Ways'" (Paul Johnson); (13) "The Circle We Call Community: 'As a Community, You All Have To Pull Together'" (Miranda Wright); (14) "Educational Empowerment for Maori People: 'We Are on the Right Path. We Are On the Right Dreaming'" (Susan Wetere-Bryant); and (15) "Locating Global Learning Centers: 'With the United Forces of Us All'" (Rosalie Medcraft). The two appendixes are: "Exemplary Native Educational Programs in the United States" (Jeremy Garcia) and resources for native educators. (SM)

These are schools in which the task of education is more difficult, and teachers have to work the hardest to help students achieve. (Contains 129 tables.) (SLD)

ED 448 166   TM 032 081

Schreiber, James B.
Scoring above the International Average: A Logistic Regression Model of the TIMSS Advanced Mathematics Exam.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *High School Students; High Schools; *International Studies; *Mathematics Achievement; Mathematics Tests; Parent Background; Physics; Science Tests; *Scores; Student Attitudes; *Test Results
IDENTIFIERS- *Mean (Statistics); *Third International Mathematics and Science Study

The student variables associated with scoring above the international mean on the Third International Mathematics and Science Study (TIMSS) were studied in a group of U.S. students who took advanced mathematics or advanced mathematics and physics. The total sample was 2,349, with 1,158 females and 1,191 males. Formal parent education level and gender were significantly associated with scoring above the international mean, showing that this traditionally observed disparity still exists. Students enrolled in both advanced mathematics and advanced physics were three times as likely to score above the international average as students enrolled only in advanced mathematics. Results show that the more a student believed that natural talent was the key to mathematics success, the more likely the student scored above the international average, and the less a student believed that hard work was the key to mathematics success, the more likely the student scored over the international average. In addition, scoring above the international average was associated with more time studying and less time in nonacademic activities. The most disturbing finding from the study may be that only 26% of the most advanced students scored above the international mean, suggesting that the most advanced students in the Untied States are not reaching the level one would expect. An appendix lists the variables considered. (Contains 39 references.) (SLD)

ED 448 167   TM 032 128

Jarrell, Michele G.
Focusing on Focus Group Use in Educational Research.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Focus Groups; *Research Methodology

This paper gives a brief overview of the focus group method, its data tables for the study. (Contains 9 tables and 41 references.) (SLD)

ED 448 187 TM 032 148

Collie-Patterson, Janet Maria
The Effects of Four Selected Components of Opportunity To Learn on Mathematics Achievement of Grade 12 Students in New Providence, Bahamas.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Educational Improvement; Foreign Countries; *High School Seniors; High Schools; *Institutional Characteristics; Mathematics Achievement; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- *Bahamas; *Opportunity to Learn

The purpose of this study was to determine if a single dimension of opportunity to learn (OTL) could be identified using four selected components of teachers', students', schools', and classrooms' characteristics, and to determine if each of the four components of OTL was related to mathematics achievement as measured by the results of the June 1999 Bahamas General Certificate of Secondary Education mathematics certificate. The primary sample consisted of 1,015 grade-12 students from 6 public and 6 private schools in New Providence, Bahamas. Complete data were available for 463 students. The secondary sample consisted of 52 mathematics teachers who taught the participating students in 10th, 11th, or 12th grades. Findings indicate that the model-data fit was reasonable, suggesting that a significant relationship existed between OTL and three selected components of teachers', students', and schools' characteristics. The fourth component, classroom's characteristics, was not related to OTL, but each of the four components was significantly related to mathematics achievement. The effects of individual indicators that made up the components are discussed, and 15 implications are drawn for school administrators, other educators, policymakers, parents, and students. (Contains 14 tables and 40 references.) (SLD)

ED 448 188 TM 032 149

McLean, James E.; O'Neal, Marcia R.; Barnette, J. Jackson
Are All Effect Sizes Created Equal?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; National Surveys; Norm Referenced Tests; *Scores
IDENTIFIERS- *Normal Curve Equivalent Scores

This study compared effect sizes applied to raw, scaled, and normal curve equivalent (NCE) data. Recommendations for the interpretation of effect sizes vary. For example, some authors suggest that an effect size below 0.50 is small, between 0.50

goodness of fit index of 0.993, a root mean square error of approximation of 0.0489, and a chi-square of 5.123 with 3 degrees of freedom and p=0.163. These three statistics were sufficient to support the model. (Contains 1 figure, 18 tables, and 35 references.) (Author/SLD)

ED 448 208 TM 032 238

Roberts, J. Kyle; Henson, Robin K.
Self-Efficacy Teaching and Knowledge Instrument for Science Teachers (SETAKIST): A Proposal for a New Efficacy Instrument.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Knowledge Level; *Measures (Individuals); *Science Teachers; *Self Efficacy; *Teaching Methods
IDENTIFIERS- Confirmatory Factor Analysis

This paper introduces a new self-efficacy instrument for science teachers and presents confirmatory factor analysis results for 247 elementary school teachers. Building on previous research on the Science Teaching Efficacy Belief Instrument (STEBI) (I. Riggs and L. Enochs, 1990), the new instrument, the Self-Efficacy Teaching and Knowledge Instrument for Science Teachers (SETAKIST), hypothesizes that science teacher self-efficacy exists in two constructs: teaching efficacy and knowledge efficacy. The second factor is based largely on the work of Lee Shulman. An appendix contains the SETAKIST instrument. (Contains 2 figures and 40 references.) (SLD)

ED 448 209 TM 032 239

Roberts, J. Kyle; Onwuegbuzie, Anthony J.
Alternative Approaches for Interpreting Alpha with Homogeneous Subsamples.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); *Reliability; *Researchers
IDENTIFIERS- *Alpha Coefficient; *Homogeneity Tests

Much of the current research concerning reliability emphatically suggests that researchers should gather their own reliability estimates when administering an instrument. It has also been recommended that data with low reliability be discarded. While some data obtained from instruments that originally yielded reliable results may be unreliable, it does not necessarily follow that the data are not useful to researchers. This paper contends that although data that are homogeneous might yield less reliable results than an inducted sample, these data should not be discarded until further examination of the data is conducted. Methods for determining data homogeneity are discussed in detail. The examination of the mean item

(141)
DESCRIPTORS- Adolescents; Adults; *Births to Single Women; Early Parenthood; Family Planning; *Unwed Mothers; Welfare Recipients; Welfare Services
IDENTIFIERS- *State Policy; Welfare Reform

This paper presents data from a survey of all 50 states that examined specific programs and policies being pursued at the state level to discourage teenage and nonmarital childbearing. Overall, the teen childbearing rate has continued to fall, and in 1999 it was the lowest on record. Some research points to a relationship between welfare policies and teen childbearing, though many other factors also changed during this period, and all may have affected teen childbearing (especially the robust economy). There has been a substantial increase in pregnancy prevention education activities in the public schools. While states vary widely in their policies and programs, there is strong evidence of an increase in both governmental (state and local) and private action to discourage teen childbearing. However, fewer state governments appear to be proceeding aggressively with respect to nonmarital childbearing by adults. Increased access to contraception, paternity establishment, and child support enforcement were the only programs pursued by most states. Some research points to an association between welfare policies and nonmarital childbearing and marital stability by adults. However, while the nonmarital childbearing rate has leveled off, it remains at a near-record high level. (Contains 16 references.) (SM)

ED 448 229   UD 033 886

Lerman, Robert I.
Are Teens in Low-Income and Welfare Families Working Too Much? New Federalism: National Survey of America's Families. Series B, No. B-25. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 9p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Employment Patterns; High School Students; High Schools; *Low Income Groups; Minority Groups; Racial Differences; Sex Differences; Student Behavior; Welfare Recipients; Welfare Services
IDENTIFIERS- Psychosocial Factors

This brief examines the work patterns of 16- to 17-year-old high school students, focusing on: whether teens in low-income families work as much as or more than other teens; how high school students' work patterns vary by race and gender; and whether work by teenagers is associated with negative school-related outcomes. Research indicates that low-income teens are less likely to have jobs in high school. Parent education

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bullying; Educational Environment; Elementary Secondary Education; *Prevention; School Safety; Sex Discrimination; *Sexual Harassment; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest reviews effective strategies currently used by schools to combat sexual harassment. Sexual harassment is considered any unwelcome behavior of a sexual nature that interferes with the life of the target individual. Experts agree that sexual harassment is about power, not sex. A serious effort to keep a school free of sexual harassment involves the commitment of the whole school, school district, and community to a multidimensional approach and long-term educational strategies. Student education about harassment needs to be age and grade appropriate. A curriculum on human sexuality can cover harassment, but the problem can be discussed in other courses. Schools need to build students' self-esteem. It is also important for every school and school district to have a policy that prohibits all forms of sexual harassment and mandates equitable treatment for all students. If an incident of harassment occurs, everyone involved should have the opportunity to describe the harassment. Consequences for harassers should include remediation as well as punishment. Schools can choose a student empowerment approach in which targets confront their harassers, but such meetings should only occur in the presence of the school investigator. Schools should conduct professional development sessions on sexual harassment and violence for all staff members, and they can educate parents about sexual harassment through meetings and workshops that explain the schools' antiharassment policies and enlist parent support. In the current social climate, the need to deliver a strong and effective antiharassment message is greater than ever. (Contains 10 references.) (SLD)

ED 448 249   UD 033 908

Johnson, Fern L.
Speaking Culturally: Language Diversity in the United States.
PUB DATE- 00
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); *Cultural Awareness; Cultural Differences; *Diversity (Student); Language Minorities
IDENTIFIERS- *Language Diversity

Using a language-centered perspective about culture, this book aims to provide culture-based interpretations for language-in-use and for broader discourse issues. The first three chapters present an overview of language and culture in the United States and introduce the concepts and vocabulary for understanding language and cultural complexity. The second section consists of specific applications of the Language-Centered Perspective on Culture. The third section explores applied aspects of cultural linguistics. The chapters are: (1) "The Linguistic Environment of the United States"; (2) "The Language System in Its Communicative Contexts"; (3) "Cultural Dimensions of Discourse"; (4) "Gendered Discourses"; (5) "African American Discourse in Cultural and Historical Context"; (6) "Hispanic Peoples and Their Language Patterns";

and other factors in the "making" of these administrators. The experiences of these managers provide a detailed look at the role of the administrator in contemporary further and higher education in Britain as postcompulsory education has been required to operate on a more commercial basis, and universities and colleges are increasingly regarded as small to medium-sized enterprises. The book also considers the role of the female manager in higher education. The chapters are: (1) "Making Sense of 'Managers' in Colleges and Universities"; (2) "Reading the 'Manager': A Critical Conceptual Framework"; (3) "Further and Higher Education's Turbulent Years"; (4) "'Doing the Business': Constructing the 'Manager' in Further Education;"; (5) "Making Managers in Universities"; (6) "Just How Managed Is the New Higher Education?" (7) "Just How Managed Is the New Further Education?" (8) "Man-aging and Wo-managing Colleges?" and (9) "University Management: Is It Men's Work?" An appendix discusses research sites and methods. (Contains 3 figures and 466 references.) (SLD)

ED 447 751 HE 033 594

Lea, Mary R., Ed.; Stierer, Barry, Ed.
Student Writing in Higher Education: New Contexts.
PUB DATE- 00
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Computer Assisted Instruction; Educational Innovation; Feedback; Foreign Countries; *Higher Education; *Student Evaluation; *Writing (Composition); Writing Instruction

This book brings together research on student writing carried out by practitioners in a number of international university contexts. Each of the chapters focuses on some aspect of "new contexts" for student writing, either by examining the writing and assessment practices of nontraditional university courses or by exploring attempts to introduce innovative practices in traditional academic subjects. The unifying theme of the volume is a view of writing as a contextualized social practice rather than merely a technical and transferable skill. The chapters are: (1) "Academic Writing in New and Emergent Discipline Areas" (Mike Baynham); (2) "Student Writing and Staff Feedback in Higher Education: An Academic Literacies Approach" (Mary R. Lea and Brian V. Street); (3) "What Am I Supposed To Make of This? The Messages Conveyed to Students by Tutors' Written Comments" (Roz Ivanic, Romy Clark, and Rachel Rimmershaw); (4) "Computer Conferencing: New Possibilities for Writing and Learning in Higher Education" (Mary R. Lea); (5) "Making Dances, Making Essays: Academic Writing in the Study of Dance" (Sally Mitchell, Victoria Marks-Fisher, Lynne Hale, and Judith Harding); (6) "The 'Personal' in University Writing: Uses of Reflective Learning Journals" (Phyllis Creme); (7) "Writing in Postgraduate Teacher Training: A Question of Identity" (Mary Scott); (8) "A Question of Attribution: The Indeterminacy of 'Learning from Experience'" (Simon Pardoe); (9) "Writing for Success in Higher Education" (Janice McMillan); (10) "From Personal Experience to Reflective Practitioner: Academic Literacies and Professional Education" (Elizabeth Hoadley-Maidment); and (11) "Schoolteachers as Students: Academic Literacy and the Construction of Professional Knowledge within Master's Courses in Education" (Barry Stierer). (Contains 8 tables, 8 figures, and 155 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *College Graduates; *Comparative Analysis; Ethnic Groups; Higher Education; Minority Groups; *Racial Differences; *Sex Differences; Student Characteristics; Tables (Data); *Trend Analysis; *Undergraduate Study

This issue analyzed college completion rates across populations and over time. It examined the ratios of highest degree completed to the total population that entered college from 1992 to 2000 with specific characteristics such as gender, race/ethnicity, and year. The analysis was designed to be useful in understanding patterns and trends in undergraduate degree completion for those who start a college education. Analysis of the Census Bureau data showed that among 25- to 29-year-olds who had enrolled in college, 49.8 percent had completed a bachelor's degree, an additional 14.9 percent had completed an associate degree, and 35.3 percent had not yet completed a degree. While degree completion rates were quite similar between men and women, they varied widely across racial/ethnic groups. They were highest for Asians (77.4 percent) and lowest for Hispanics (46.8 percent). The issue also reviews projections of bachelor degree attainment by gender from 1980 to 2000, and examines family income by educational attainment of householder from 1956 to 1999. (EV)

ED 447 773 HE 033 617

Powers, Joshua B.
Academic Venturing in Higher Education: Institutional Effects on Performance of University Technology Transfer. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; Industry; *Institutional Characteristics; Partnerships in Education; Patents; *Research Universities; Research Utilization; *Success; *Technology Transfer

This study investigated institutional resource factors that may explain differential performance with university technology transfer--the process by which university research is transformed into marketable products. Using multi-source data on 108 research universities, a set of internal resources (financial, physical, human capital, and organizational) and external influences were found to be significant predictors of one or more of three technology transfer performance outcomes (patenting, licensing, and income generation from licenses). Findings included: (1) federal and industry R&D support are important contributors to patenting activity but not to licensing or income generation from licenses; (2) having a medical or engineering school was not a significant predictor of technology transfer success; (3) the quality of an institution's faculty is a critical resource associated with patenting, licensing, and licensing income; (4) there was no difference between public and private schools in technology transfer; and (5) there was a strongly negative relationship between the venture capitalization of a state and the number of

ED 447 793 IR 020 415

Thompson, Jay C., Jr.; May, Frederick W.; Malone, Bobby G.
Utilizing the Internet To Supplement Classroom Instruction: An Analysis of Longitudinal Data.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (MWERA) (Chicago, IL, October 25-28, 2000). Colored figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; Inservice Teacher Education; Internet; Longitudinal Studies; Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- Technology Integration; *Technology Utilization

This study utilized an Internet "Class Page" to evaluate interaction strategies in both traditional classroom settings and distance education settings where instruction was delivered via television and the Internet. Participants were primarily elementary school teachers who were enrolled in one of 11 graduate classes in Elementary School Curriculum taught during a 4-year period from 1997-2000. The participants completed survey instruments to ascertain: their participation on the "Class Page," their interactions with other students, and their attitudes toward the use of technology in the university setting. Data analyses indicate interesting responses spanning the 4 years. For example, examination of the data point to increased classroom teacher familiarity with computer usage over a 4-year time span, increased familiarity with the Internet, and higher skill levels of instructional technology applications in the classroom setting. Also, a higher degree of personal satisfaction in using classroom technology was consistent among the students. However, participant perceptions in distance education settings were consistently less positive than on-site face-to-face class perceptions regarding the value of the interactive instructional technologies utilized during this time. (Contains 11 references.) (Author/MES)

ED 447 794 IR 020 416

Sorg, Judith J.; McElhinney, James H.
A Case Study Describing Student Experiences of Learning in a Context of Synchronous Computer-Mediated Communication in a Distance Education Environment.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; *Distance Education; Educational Technology; Higher Education; Interaction; Internet; Interviews; Learning Theories; Qualitative Research; Sociology
IDENTIFIERS- *Learning Environments; Purdue University Fort Wayne IN

Based on collaborative learning theories, this qualitative study describes seven adult students' experiences of learning in a context of synchronous computer-mediated communication within a

Priority was given to the more recent sources with emphasis on those published in the past two decades. In-depth annotations are provided for the reference sources chapters. Sources in this edition total 1,374 major entries (as compared to 1,250 in the fourth edition). The six major divisions include: general, philosophy, religion, visual arts, performing arts, and language and literature. Contains a list of abbreviations and symbols and author/title and subject/keyword indexes. (AEF)

ED 447 812 IR 057 870

Himmel, Ethel E., Comp.; Wilson, William J., Comp.
The Functions and Roles of State Library Agencies.
PUB DATE- 00
NOTE- 66p.; "In cooperation with the Association of Specialized and Cooperative Library Services and the Chief Officers of State Library Agencies." Edited by Grace Anne A. DeCandido.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Library Collections; Library Development; Library Role; Library Services; *Library Standards; Public Agencies; *State Agencies; *State Libraries

This publication, which replaces "Standards for Library Functions at the State Level" (third edition) published in 1985) acknowledges and celebrates the richness and diversity of state library agencies while documenting the reality of what they currently do. The publication is divided into two sections. The first section of these standards provides a descriptive summary of the totality of collections, functions, and services offered by state library agencies throughout the country. Much of the information is presented in chart form and is based on a survey of all 50 United States that was conducted in Fall 1997. The tabular information is supplemented by short essays which provide specific examples of how individual states view or carry out certain services. Both common and uncommon services are presented, and insight is provided into what is typical and what is unusual. The second section of this publication deals on a more conceptual level with the roles that state library agencies can play in their respective states. This section concentrates more on library development aspects of state library agency work rather than on direct services. A final part of the second section discusses the movement toward more substantive evaluation by state libraries of their contribution to the welfare of a state and their use of both state and federal funds. (AEF)

ED 447 813 IR 057 871

Steele, Victoria; Elder, Stephen D.
Becoming a Fundraiser: The Principles and Practice of Library Development. 2nd Edition.
PUB DATE- 00
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Donors; Financial Support; *Fund Raising; Institutional Advancement; *Library Development;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Futures (of Society); Higher Education; *Information Services; Information Technology; Social Change; *Sociocultural Patterns
IDENTIFIERS- Australia; *Information Society; Knowledge Development

This paper explores the idea of an information society from different perspectives, raises issues that are relevant to university libraries, and offers a way forward to some future developments. The first section provides a sketch of the information society in Australia and presents statistics on readiness, intensity, and impacts from reports released by the National Office for the Information Economy and the Australian Bureau of Statistics. The second section discusses technological, economic, occupational, spatial, and cultural perspectives on an information society. The third section considers an approach to information that identifies three different kinds of information: information-as-thing, information-as-process, and information-as-knowledge. The next section addresses information issues for universities, including new modes of knowledge production summarized in terms of context, disciplinary orientation, organizational diversity, accountability, and quality control. This section also explores the implications of the free flow of information. (Contains 33 references.) (MES)

ED 447 831 IR 057 953

Novak, Jan
Virtual Libraries: Service Realities.
PUB DATE- 00
NOTE- 10p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Electronic Libraries; Higher Education; Information Technology; *Library Development; *Library Planning; *Library Services; Social Change; *Strategic Planning; Users (Information); World Wide Web

This paper discusses client service issues to be considered when transitioning to a virtual library situation. Themes related to the transitional nature of society in the knowledge era are presented, including: paradox and a contradictory nature; blurring of boundaries; networks, systems, and holistic thinking; process/not product, becoming/not being, experience/not thing; and change is costly. The following corporate trends in today's society are examined from a library point of view: broadening the range of products and services; creation of new value propositions; virtualization of organizations; ways in which companies are getting closer to their customers; addition of demergers to traditional mergers and acquisitions; formation of strategic alliances; growth of outsourcing; expanding globalization; rapid entry of newcomers

*Distance Education; *Educational Needs; *Educational Opportunities; Educational Technology; Internet; Two Year Colleges
IDENTIFIERS- American Mathematical Association of Two Year Coll

The report provides an overview of distance education, as developed by a task force for the American Mathematical Association of Two-Year Colleges. The report presents the history of distance learning and views supporting it, and identifies students who can benefit from distance education. It discusses mediums for distance learning, such as print, audio teleconferencing, radio, audiocassettes, audiographic teleconferencing, video, videoconferencing, videocassettes, computers, on-line options, multimedia and interactive options, and CU-SeeMe. The report states that the role of the teacher in distance learning is to cultivate the students' ability to learn while students set their own goals. Students themselves must be strongly motivated and self-disciplined. A real barrier to distance learning is a financial one as the need grows for equipment, training, and incentives. It concludes that assessment should provide a clear vision concerning the performance of distance learning students as institutions "get on the band wagon" of distance education. The report includes an outline of who distance education learners are, how a distance learning course is the same as or different from a classroom course, distance learning student needs, difficulties faced by distance education students and teachers, possible characteristics of the successful distance education teacher and student, additional thoughts on distance education, and the next steps. (Contains 21 references.) (VWC)

ED 447 851 JC 010 017

Andrews, Hans A.
The Dual-Credit Explosion in Illinois Community Colleges. Research Brief.
PUB DATE- 00
NOTE- 5p.; Author is chair of The Illinois Community College Presidents' Council, Curriculum Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Community Colleges; *Credit Courses; *Dual Enrollment; Educational Change; High Schools; Nontraditional Students; Program Implementation; *Secondary School Students; Surveys; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

In 1996-1997, the Illinois Community College Board (ICCB) made an administration rule change relative to concurrent enrollments and credit-hour grants. The change allows community colleges offering dual-credit courses to secondary school students in Illinois to receive funding regardless of whether secondary schools were receiving average daily attendance (ADA) funding. (Dual-credit courses are defined as college courses offered to high school students who enroll and receive college credit and credit toward secondary school graduation.) This research brief presents the key findings of a survey conducted in the summer of 2000 with the 48 public community colleges in Illinois, all of which responded. Seventy-seven percent of the colleges indicated that dual-credit courses had increased since the ICCB rule change on funding. All 48 colleges offered some dual-credit courses or program options during 1999-2000. Survey highlights include: (1) 26 colleges offer courses in the secondary school setting; (2) 12 colleges offer dual-credit

Institutional Self-Evaluation. (JA)

ED 447 872 JC 010 039

Garrido, Marjorie
Stressors and Coping Strategies in Community College Students.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Coping; *Experiential Learning; *Stress Management; *Stress Variables; Student Attitudes; *Two Year College Students; Two Year Colleges

The document summarizes a study on stress and coping in a group of college students. In this study, 30 community college students, who were enrolled in an experientially taught stress reduction course, completed measures of stress, support, and coping strategies. The purpose of this study was to explore the possible positive effects of experiential learning and to shed light on stressors affecting the community college student. Of the 30 students, 27 were females, and the mean age was 27.57. All of the students were of minority group status. The 3-hour course met twice a week and was divided into an hour lecture, which covered topics such as recognizing and restructuring distorted perceptions, assertive communication and active listening, and time management. An additional 2-hour weekly session was held in the dance studio and focused on stress-reducing activities. Levels of stress and coping were measured using the adult form of the Life Stressors and Social Resources Inventory (LISRES-A) and the adult form of the Coping Resources Inventory (CRI-A). Students reported higher levels of stress associated with negative life events at the beginning of the semester. No differences were found between perceived positive life events at the beginning and end of the semester. The students showed an increased use of avoidance strategies at the end of the semester, although the change was not statistically significant. (Contains 20 references.) (JA)

ED 447 873 JC 010 040

Requirements of the Copyright Laws as They Apply to Higher Education.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Copyrights; Fair Use (Copyrights); Federal Regulation; *Higher Education; *Intellectual Property; Legal Responsibility; *Plagiarism; Reprography
IDENTIFIERS- *Salt Lake Community College UT

This handbook is designed to provide guidelines for members of the Salt Lake Community College (Utah) community, faculty, administrators, staff, and students to follow in using copyrighted materials legally and appropriately. Perhaps the most often misinterpreted section of the U.S. Copyright Law of 1976 is Section 107: Limitations on Exclusive Rights: Fair Use. It does not, as many have interpreted, sanction multiple copies for classroom use without restriction. The important thing to remember is that educational use alone does not constitute a fair use. Except where copying without permission is

Non-Returning Student Survey was mailed to 2,026 such students, 185 of whom responded by mail, and 494 more of whom were contacted for telephone interviews. Reasons cited for not returning for spring semester: (1) 17% reported they had transferred or otherwise accomplished their educational objectives; (2) 48% cited competing demands of family, employment and educational commitments; (3) 14% cited financial reasons; and (4) 12% of respondents did not return because of academic difficulties and/or dissatisfaction with NVCC. Survey findings indicated that: (1) the primary reason male respondents did not return was finance related; (2) female respondents indicated family or personal circumstances as the primary reason for discontinuing their studies; (3) 18% of the Asian respondents indicated transfer to another college as their primary reason for not returning, compared to 3% of Black respondents and 3% of Hispanic respondents; and (4) family or personal barriers to education appeared to increase with the respondents' age while financial barriers appeared to decrease. Appendix A contains comments from the Non-Returning Student Survey and a copy of the survey instrument. (PGS)

ED 447 894 JC 010 063

Reasons for Not Returning to NVCC: Telephone Survey and Focus Group Findings.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; Focus Groups; *School Holding Power; *Student Attrition; Student Surveys; Telephone Surveys; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Northern Virginia Community College

Northern Virginia Community College (NVCC) conducted a telephone survey and two focus groups to determine why students who enrolled for the first time during fall 1999 did not return for the following spring 2000 semester. The main reasons that 557 telephone survey respondents gave were that approximately: (1) 17% had either transferred to another institution or had achieved their academic goals; (2) 62% cited "life circumstances," which included financial reasons, family reasons, conflicts with employment, and new employment opportunities; and (3) 12% had academic problems or were dissatisfied with NVCC services or instruction. The focus groups provided additional information about factors contributing to not returning. Competing demands on their time, energy, and personal finances, lack of money or time, scheduling or transportation difficulties, and uncertainty about which classes to take were mentioned as factors contributing to their decisions not to return. Some participants indicated that more information or access to counselors might have helped them stay in school. Many planned to return in the future. NVCC might help students by communicating more clearly about registration processes, financial aid, and counseling services; extending counseling office and registration hours; offering online registration; and offering more evening classes. Survey instrument is included. (PGS)

ED 447 895 JC 980 134

Vaughan, George B.; Weisman, Iris M.

best practices for school professionals, drawing on research, the collective professional experience of an expert panel, and on visits to the sites of exemplary programs throughout California and other states. Nine appendices include guideline summaries, a continuum of teaching behaviors, and special needs legislation and services. (KB)

ED 447 913 PS 029 003

PEEP Management Team Report, April 1998-March 1999.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Disadvantaged; Disadvantaged Environment; *Disadvantaged Youth; Early Intervention; Foreign Countries; *Preschool Education; Program Content; *Program Descriptions; *Program Design
IDENTIFIERS- England; *Program Review

The Peers Early Education Partnership (PEEP) program was established in 1995 to make a significant long-term positive impact on the educational attainment of children and families in disadvantaged areas of the United Kingdom. This report examines the work of the PEEP program for the period April 1998 through March 1999. The sections of the management report examine 13 specific areas of program operation as follows: (1) an overview of the PEEP program principles; (2) "Recruitment and Community," on program awareness; (3) "Equal Opportunities," on implementation strategies; (4) "Program Delivery," on four specific PEEP programs; (5) "Resources," on efforts to supplement information; (6) "PEEP Publications," on the increase in demand for program publications; (7) "Data Protection," on privacy issues of program participants; (8) "Personnel," on new positions; (9) "Training and Staff Development," on new training efforts; (10) "Network PEEP," on service delivery issues; (11) "Curriculum Development and Review," on the review process for curriculum development; (12) "Learning Bridge," on this new PEEP service; and (13) "Centre Management," on program space issues. The report's appendix lists trustees, management team, and advisory group members. (SD)

ED 447 914 PS 029 004

McCracken, Janet Brown; Starr, Rhea
YWCA Cares for Children: A Guidebook for YWCA Child Care Centers.
PUB DATE- 98
NOTE- 493p.; "Major contribution to Part I by Janet Sole."
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caregiver Child Relationship; *Day Care; *Day Care Centers; Early Childhood Education; Interprofessional Relationship; Preschool Curriculum; Professional Development; *Program Administration; Program Budgeting; Program Descriptions; Program Design; Program Guides; Program Implementation; Self Evaluation (Groups); Supervision; Teamwork; *Young Children
IDENTIFIERS- Day Care Quality; Parent Caregiver Relationship;

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; *Day Care; *Day Care Centers; Early Childhood Education; Evaluation Criteria; Evaluation Methods; *National Standards; *Program Evaluation; Quality Control; *Standards
IDENTIFIERS- *Day Care Quality; *Military Day Care; Navy; Program Characteristics

As part of its cost containment efforts, the U.S. Navy continues to evaluate its child development program to expand availability without compromising the high quality standards required by the 1989 Military Child Care Act. This manual provides guidelines for conducting Functionality Assessments (FA) and delineates the standards and requirements for developing Most Efficient Organizations (MEOs) within the Navy Child Development Program. Chapter 1 provides an overview of the FA process for the Child Development Program, including the basis for standards, FA requirements and responsibilities, and operational requirements. Chapter 2 discusses the organizational structure of the child development program and the business processes. Chapter 3 addresses identification of child care demand, capacity, and age group distribution. Chapter 4 deals with staffing standards, including position descriptions, staffing patterns depending on program size and type, and salary comparisons. Chapter 5 presents standards for food service, supplies, and equipment. Chapter 6 provides standards for child development home subsidies. Chapter 7 deals with nonappropriated fund revenues such as parent fees and reimbursement from participation in the USDA food program. Chapter 8 provides standards for identification and reporting of expenses. Chapter 9 details performance metrics for evaluation and MEO submission requirements for child development programs. Chapter 10 contains printouts of 11 MEO worksheets to be used by regional and stand-alone programs in their MEO submission. Appendices are in the form of two compact discs containing descriptions of appropriated and non-appropriated fund positions and grades, and the MEO worksheet files. (KB)

ED 447 933 PS 029 031

West, Jerry; Denton, Kristin; Reaney, Lizabeth M.
The Kindergarten Year: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; Interpersonal Competence; Kindergarten; *Kindergarten Children; Longitudinal Studies; *Mathematics Achievement; Primary Education; *Reading Achievement
IDENTIFIERS- *Early Childhood Longitudinal Survey

The Early Childhood Longitudinal Study (ECLS-K), Kindergarten Class of 1998-99, sponsored by the U.S. Department of Education, National Center for Education Statistics, selected a nationally representative sample of kindergartners in the fall of 1998 and is following these children through the end of fifth grade. This report details findings from the ECLS-K for

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Kindergarten; *Kindergarten Children; Literature Reviews; Primary Education; *School Entrance Age; *School Readiness; *Student Placement
IDENTIFIERS- *Academic Redshirting; ERIC Digests; Research Synthesis

Academic redshirting, the practice of postponing a child's entry into kindergarten, is intended to give a child an extra year to become ready for school, an especially important goal given the increasing academic demands of early elementary years. This digest presents information about the incidence of redshirting, and summarizes some of the findings of studies on the practice. The digest notes that research has yet to provide a clear picture of the short- and long-term effects of redshirting, but some recent evidence suggests a mixture of positive and negative potential effects. Findings are mostly positive for the individual child in the short term, but seem to be increasingly negative in the long term, though none are conclusive. In light of its potential long-term effects, the digest provides 10 suggestions for parents to consider before making the decision to redshirt, including soliciting views from the child's preschool teacher about his or her readiness for kindergarten; finding out more about the nature and structure of the kindergarten class; and asking the kindergarten teacher what can be done at home to help the child reach the same skill level of upcoming classmates. (Contains 11 references.) (OBR)

ED 447 952 PS 029 061

Slaughter-Defoe, Diana T.
Early Childhood Development and School Readiness: Some Observations about "Homework" for New Century Working Parents.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Voices for Illinois Conference (Chicago, IL, September 22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Child Development; Cultural Influences; *Emergent Literacy; Employed Parents; Family Environment; Parent Child Relationship; Parent Role; *Parents; *Parents as Teachers; Reading Instruction; *School Readiness; *Young Children
IDENTIFIERS- *African Americans; Illinois

This keynote address examines the relationship between early childhood development and school readiness. The address begins with basic statistical data indicative of the well-being of children in Pennsylvania and Illinois and maintains that advocacy embracing and encouraging interdisciplinary professional collaboration for supporting and empowering parents is needed in both states. The address further discusses the relationship between early childhood development and school readiness, focusing on the contribution of the family home environment to young children's academic and social skills. It is noted that research since the 1960s has affirmed the importance of early parent-child relationships to children's school readiness. Increased collaboration since the 1960s has led to an improved understanding of the interconnections digest synthesizes some major recent research on child care quality. First, the digest explains what features contribute to quality of care. The digest also explains the differences between studies of how quality is related to child outcomes. Correlation studies observe the extent to which high-quality features "predict" better outcomes, while experimental studies try to find whether or not high-quality features "cause" better outcomes. The digest notes that few researchers have found causal relationships between quality of child care and child outcomes. Some notable exceptions have been found for high-risk children living in poverty, for whom high-quality care has substantial, long-lasting, positive effects. Still, most studies find only a modest correlation between quality and outcomes. Certain family characteristics seem to be more closely correlated with better outcomes than quality of child care, suggesting that positive outcomes may actually stem more from those family characteristics than from high-quality care. Furthermore, several studies have found a shortage of high-quality child care in the United States. This digest offers some suggestions parents should take into account when trying to make the best choices of available options. (Contains 14 references.) (OBR)

ED 447 970   PS 029 099

Brazee, Ed
Exploratory Curriculum in the Middle School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescent Development; Core Curriculum; *Curriculum Development; *Discovery Learning; Integrated Curriculum; *Middle School Students; *Middle Schools; Program Descriptions; Program Design
IDENTIFIERS- ERIC Digests

Middle schools embrace exploration as a guiding principle across the school curriculum. Noting that the research on exploratory courses is sparse, this digest discusses what is known about exploratory curriculum in middle schools. The digest first looks at the role of exploratory curriculum, pointing out that the purpose of exploratory courses is to offer wide-ranging opportunities for middle school students. Exploratory courses such as drama, foreign language, music, art, health, life skills, and technology provide young adolescents with experiences in areas beyond the core subjects. While many schools have focused on exploration through separate classes, mini-courses, activity programs, and other student activities, some schools have made their entire curriculum exploratory. In addition to describing different types of exploratory courses and programs, the digest notes that exploratory programs are varied in two other key ways--who selects the exploratory offerings and how long they last. The digest also explores issues involved in implementing exploratory courses, including how exploratory courses relate to other core courses, how core and exploratory teachers communicate, how or whether to grade exploratory courses, and which exploratory courses should be offered. The digest concludes with suggestions for middle schools implementing exploratory curriculum, ensuring that rural school psychologists had face-to-face contact with another school psychologist at least once a week, and half had at least weekly contact with a colleague over the phone or via computer. Most attended local or regional school psychology meetings and the spring convention of the Illinois School Psychologists Association (ISPA). Still, nearly three-quarters of respondents indicated a desire to have additional professional contacts with colleagues. The vast majority had access to a computer at work and at home. Respondents indicated that they possessed the basic computer skills of word processing, test scoring, sending and receiving e-mail, and report writing, but fewer than 20 percent were able to use a listserv, Power Point, or statistical programs. Two-thirds of respondents wanted to know more about using listservs, nearly half wanted to learn to use Power Point, and 40 percent wanted to know more about searching the Internet. Results suggest that local presentations or handouts in the ISPA newsletter would be the best way to provide rural school psychologists with the information they need and want about technology. (TD)

ED 447 988 RC 022 672

Goetz, Stephan J.
Rural Development Issues in the Northeast: 2000-2005. Working Paper.
PUB DATE- 00
NOTE- 19p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Needs; Futures (of Society); *Land Use; Local Government; Long Range Planning; Population Trends; *Poverty; Quality of Life; Regional Planning; *Rural Areas; *Rural Development; Rural Environment; *Rural Population; Rural Urban Differences
IDENTIFIERS- *United States (Northeast)

This paper examines social and economic forces affecting rural areas at the beginning of the 21st century and lists potential strategies to cope with those concerns. Rural development is necessary to place rural and urban areas on a more equal footing, compensate for the youth "brain drain," preserve the retirement-option value, relieve urban congestion and achieve optimal population distribution, accommodate rural living preferences, bring jobs to rural people, protect family farms, and assist the 12 percent of the Northeast population that is not participating in the current economic boom. Rural development trends and concerns include the widening rural-to-urban income gap, the increasing pressure on natural resources from urban sprawl and other land uses, and the challenges to small units of local government presented by federal devolution. Current and emerging actionable rural development issues facing the Northeast are grouped into three broad categories: community economic and social development, environmental issues, and local governance and the development of community leaders. Subdivisions of these categories related to educational needs, entrepreneurship, leadership development, and the links between environmental quality and economic growth are presented in question form, and readers are asked to identify the single most important issue that the Northeast Regional Center for Rural Development should address and what, specifically, the Center should do to address this issue. (TD) perspective on this interface, followed by a rural county perspective given by Fran Felix. The fifth presentation is a roundtable discussion on sorting out the relationship of the tribal courts and the state court system. Roundtable participants included Anita Fineday, Herbert Lefler, and James White. Examples of best practices from the field are given by Fred Smith, Susan Ault, Julia Jaakola, Don Bacigalupo, Gertrude Buckanaga, and Mary Renville. The final presentation addresses strengthening the infrastructure of the ICWA, and is presented by a panel consisting of Rose Robinson, Rose Andrade, and Georgette Christensen. Three appendices present a summary of Department of Human Services guidance, data on Minnesota's American Indian children, and Minnesota's timeline for Indian child welfare cases. (TD)

ED 448 006   RC 022 727

Smith, Linda Tuhiwai
Decolonizing Methodologies: Research and Indigenous Peoples.
PUB DATE- 99
NOTE- 208p.; Published by Zed Books (London and New York) and the University of Otago Press (Dunedin, New Zealand).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Colonialism; Educational Research; Ethics; Foreign Countries; Higher Education; *Indigenous Populations; Intellectual Property; *Maori (People); *Research Methodology; Research Needs; *Researchers; Scholarship; *Self Determination; *Social Science Research
IDENTIFIERS- Hegemony; Indigenous Knowledge Systems; Research Ethics

From the vantage point of indigenous peoples, the term "research" is inextricably linked to European imperialism and colonialism. In this book, an indigenous researcher calls for the decolonization of research methods. The first part of the book critically examines the historical and philosophical bases of Western research; Western conceptions of the individual and society, space, and time; colonial schooling and other ways of establishing the superior position of Western knowledge; the position of Native intellectuals within their own societies; the ways in which informal systems of collecting information about indigenous societies became institutionalized within the New Zealand colonial context; and current threats to indigenous communities' control of their own knowledge and culture. The second part focuses on research conceptualized and carried out by indigenous people working as researchers in indigenous communities. A framework for an indigenous research agenda is set out that encompasses the processes of decolonization, healing, mobilization, and transformation within four community statuses: survival, recovery, development, and self-determination. Numerous examples of indigenous research projects in New Zealand and North America, including projects concerned with education and language maintenance, demonstrate the ways in which an indigenous research agenda is being articulated and indigenous knowledge is being validated. (Contains references and an index.) (SV)

ED 448 007   RC 022 728

Aikman, Sheila
Intercultural Education and Literacy: An Ethnographic Study of

Elementary Secondary Education; *Evaluation; National Standards; Process Education; *Science Instruction; Science Process Skills; Scientific Literacy; Scientific Principles
IDENTIFIERS- National Science Education Standards

Assessment, when integrated with instruction, can provide a basis for restructuring science education. The National Science Education Standards are incorporated into this guide to assessing student understanding in science. Chapters include: (1) "Assessment Based on Six Domains of Science," which organizes an assessment framework for science learning and experiences around six domains which include concepts, processes, applications, positive attitudes, creativity, and the nature of science; (2) "Assessment in the Context of Teaching" in which different types of assessment are tested in the context of teaching; (3) "Evaluating Teaching Practice" in which possibilities for assessing teaching practice are addressed; (4) "Rubrics and Scoring Guides" which describes the ideas for designing schemes to evaluate student work; (5) "Assessment Examples for All Grade Levels," which provides examples of students' self assessment for all grade levels; (6) "Assessment Samples for Grades K through 4," which includes examples of self assessment and applying process skills and experimental design; (7) "Assessment Examples for Grades 5 through 8," which features examples recommended for grades 5 through 8; and (8) "Assessment Examples for Grades 9 through 12," which presents assessment for Grades 9 through 12. (YDS)

ED 448 029   SE 064 228

The Changing Face of Project WILD.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Environmental Education; Resource Materials; School Community Programs; *Science Activities; Science Education
IDENTIFIERS- *Project WILD; *Reform Efforts

This booklet highlights the success stories and lessons learned through Project WILD's participation in "WILD in the City" and Environmental Education and Training Partnership projects from 1995-97. Success stories include working with diverse audiences, building partnerships, working toward education reform, using innovative resources, and increasing participation in Project WILD programs across the country. (SAH)

ED 448 030   SE 064 230

Project WILD: A Correlation of the Project WILD K-12 and Aquatic Education Activity Guides to the National Science Education Content Standards.
SPONS. AGENCY- Western Association of Fish and Wildlife Agencies.; Memphis State Univ., TN. Center for Manpower Studies.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Guides; Elementary

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Ecology; Intermediate Grades; Science Education; Secondary Education; Videotape Recordings; *Water Pollution; *Water Resources
IDENTIFIERS- *Pacific Islands; *Pacific Ocean; Pollutants

This 11-minute videotape and poster can be used for interactive instruction in grades 6-12 science classes. Issues examined in this videotape include preserving precious water resources, protecting the environment from pollutants caused by urban and agricultural development and industry within changing lifestyles, and ensuring the availability of potable water for future generations. Several steps are suggested for becoming an active and educated member of the community to protect the ecosystem. (YDS)

ED 448 056 SE 064 355

Davidson, Anne Burgess
Eighth Grade Science Teachers Use of Instructional Time: Comparing Questions from the Third International Mathematics and Science Study (TIMSS) and National Science Foundation Questionnaires.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Grade 8; Instructional Development; Junior High Schools; *Science Instruction; Self Evaluation (Individuals); Standards; *Teaching Methods; *Time Management
IDENTIFIERS- Alabama; Third International Mathematics and Science Study; Virginia

Did the Third International Mathematics and Science Study (TIMSS) ask eighth grade science teachers the right questions about their use of instructional time? TIMSS asked teachers to recall a lesson that they had taught, and then group activities into 11 categories. This study examined the TIMSS question "How did the lesson proceed?" by videotaping six classes of eighth grade science in Alabama and Virginia and comparing observer coding of the video to the teachers' recalled descriptions of the same class. The manner in which the TIMSS data were collected and the manner in which data were collected from teachers in this videotape study suggested the use of a repeated measures analysis of variance (ANOVA) model. Using a repeated measures analysis allowed us to look at the interactions between teachers and observer and the 11 TIMSS activities, the 26 NSF student activities, and the 11 NSF teacher activities. The difference between observer and teacher responses using TIMSS categories was not significant; however, 43% of the total variance was explained by whether the teacher or the observer reported the times for the instructional activities. The teachers also responded to questions from the NSF Local Systemic Change Through Teacher Enhancement K-8 Teacher Questionnaire to describe the same class. The difference found between the teacher and the observer coding was not significant, but the amount of variance explained by the data source (observer or teacher) dropped to 33% when using NSF needs can they meet? What are some of the basic steps in their creation? and What are some of the characteristics of successful programs? (BT)

ED 448 079 SO 032 314

Newman, Sally
History and Current Status of the Intergenerational Field.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Association for Gerontology in Higher Education (Fort Worth, TX, 1995). For related documents from the same preparing institution, see SO 032 313-316.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Intellectual Disciplines; *Intergenerational Programs; *Older Adults; Service Learning; *Social Problems; *Youth
IDENTIFIERS- Age Segregation; *Intergenerational Factors

The intergenerational field began in the early 1970s as a social phenomenon in response to several factors that were affecting America's children, youth, and older adults. This paper briefly surveys three aspects of intergenerational programs: history and development, public policy focus, and recent research initiatives. The multi-disciplinary nature of the intergenerational human service field, the interdisciplinary aspect of the academic fields it embraces, and its theoretical grounding suggest the timeliness for consideration of intergenerational studies as an emerging discipline. (Contains 17 references. (BT)

ED 448 080 SO 032 315

Newman, Sally
Rationale for Linking the Generations.
PUB DATE- 97
NOTE- 12p.; For related documents from the same preparing institution, see SO 032 313-316. Tel: 412-648-7150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Futures (of Society); *Intergenerational Programs; *Older Adults; Service Learning; *Social Change; *Youth
IDENTIFIERS- Intergenerational Learning; Intergenerational Relationship

This paper provides an overview of the negative aspects of generational isolation and outlines the developmental needs shared by younger and older people. The paper cites intergenerational models, such as community centers, places of worship, colleges and universities, and nursing homes, in which generations interact in a substantive way. It suggests there is evidence that mobility trends may be changing and projects societal outcomes for 2000 and beyond. (BT)

ED 448 081 SO 032 316

Ward, Christopher R.
Intergenerational Program Evaluation for the 1990s and Beyond.
PUB DATE- 95
NOTE- 18p.; For related documents from the same preparing institution, see SO 032 313-315.
LANGUAGE- English

Objectives
IDENTIFIERS- Cold War; National Policy; *Promotional Strategies; *United States

In the post-Cold War era, framing U.S. foreign policy discussions is a real challenge. This curriculum unit considers whether international democracy promotion has become the defining objective of U.S. foreign policy and investigates the appropriate role for the United States to play in this period. Students are asked to define U.S. national interest and assess whether democracy promotion efforts serve that interest (Lesson 1); define democracy itself and reflect upon how it is faring around the globe today (Lesson 2); review the tools of foreign policy and decide which might be most effective in promoting democracy (Lesson 3); examine historical documents to look for traces of democracy promotion ideals (Lesson 4); and synthesize what they have learned in a project that requires them to formulate and defend their own foreign policy priorities (Lesson 5). Each lesson contains objectives, key terms, procedures, assessment options, extension activities, and student handouts. A glossary and bibliography, including Web sites, conclude the unit. (BT)

ED 448 105 SO 032 364

Bush, Kenneth D., Ed.; Saltarelli, Diana, Ed.
The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children.
PUB DATE- 00
NOTE- 55p.; This study draws on the findings of a project originated and coordinated by Paolo Basurto, former director of the UNICEF International Child Development Centre (now known as the UNICEF Innocenti Research Centre).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict; *Educational Practices; Educational Research; Elementary Secondary Education; Ethnic Groups; *Ethnicity; *Peace; *Social Problems; Textbook Content
IDENTIFIERS- Educational Issues; Ethnic Differences; *Peace Education

This report challenges the widely held assumption that education is inevitably a force for good. While the provision of good quality education can be a stabilizing factor, the report shows how educational systems can be manipulated to drive a wedge between people. The report begins by describing the nature of today's armed conflicts, with virtually every conflict of recent years fought within, rather than between, nations. It examines the growing importance of "ethnicity" in conflicts, as clearly seen in recent tragedies such as Rwanda, Kosovo, and Chechnya. The second section of the report describes the two different faces of education: the negative face shows itself in the uneven distribution of education to create or preserve privilege, the use of education as a weapon of cultural repression, and the production or doctoring of textbooks to promote intolerance; the positive face goes beyond the provision of education for peace programs, reflecting the cumulative benefits of the provision of good quality education. While the report recognizes the value of peace education, it stresses that it is only one of many educational measures needed in the midst of ethnic hatred. It suggests that peace education cannot succeed without measures to tackle the destructive educational practices that fuel hostility, and should be seen as one part of a wider peacebuilding education

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Improvement; Higher Education; Progressive Education; Public Education; *Rural Schools; Teaching Methods
IDENTIFIERS- *Collings (Ellsworth)

This paper examines the works of Ellsworth Collings, professor at the University of Oklahoma beginning in 1922 and Dean of the School of Education beginning in 1926. Educators remember Collings for his 1923 book, "An Experiment With a Project Curriculum," which described the effectiveness of certain progressive principles when employed in rural schools. However, Collings wrote many other works that remain largely forgotten and ignored. No complete bibliography exists, and his papers have not been preserved. Collings published at least six books on education. His articles, which appeared in many well-known and lesser-known journals, primarily addressed project teaching as a means of improving education for all students. Throughout his articles, there was a steadfast faith in the engagement of students in purposeful activities, a belief in the dignity of children and the respect they deserved, and a hope that schools could be improved for all students. These themes were also present in his books. Collings' books regularly addressed the mechanics of implementing the ideas he advocated in classrooms and schools. He discussed methods of curriculum development, classroom instruction, and student evaluation. He offered specific examples of how some teachers had engaged their own students in various projects. (SM)

ED 448 126 SP 039 638

Lambert, Judy C.
Teacher Response to Beginning Reader Errors: Three Case Studies.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Elementary Education; Elementary School Students; Elementary School Teachers; Emergent Literacy; *Error Correction; *Feedback; Miscue Analysis; Oral Reading; Reading Instruction; Tutoring

This study investigated how three experienced teachers responded to beginning readers' errors. Participants were three teachers and their assigned tutees in the summer 1999 course, Interactive Literacy Intervention. Pre- and post-course sessions of the tutee reading to the tutor were videotaped. Transcripts of the sessions were made, and miscues, self-corrections, and teacher corrections were coded and analyzed. Researchers determined whether each teacher had a dominant or preferred feedback style, such as ignoring errors or suggesting a meaning or decoding strategy and whether this varied according to miscue type. In the pre-course sessions, teachers were each found to display a preferred feedback response, and the response style varied little according to type of miscue. In the post-course sessions, each teacher maintained the same feedback preference, but two of the teachers varied their feedback according to whether or not the error changed text meaning. The importance of teacher feedback to children's oral reading and suggestions for modifying the intervention course

ED 448 146 SP 039 672

Joseph, Pamela Bolotin; Bravmann, Stephanie Luster; Windschitl, Mark A.; Mikel, Edward R.; Green, Nancy Stewart
Cultures of Curriculum. Studies in Curriculum Theory.
PUB DATE- 00
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; *Curriculum Development; Democracy; Elementary Secondary Education

This book is designed to foster awareness, examination, and deliberation about the curricula planned for and carried out in classrooms and schools. The framework of inquiry elucidates the concept of curriculum as culture; highlights patterns of curricular thinking that have influenced the development of the concept of cultures of curriculum; gives historical insight about shifting educational and social priorities that have influenced the course of curriculum; and integrates moral and political discourse into recognition and discussion of curriculum. The 9 chapters are: (1) "Conceptualizing Curriculum" (Pamela Bolotin Joseph); (2) "Understanding Curriculum as Culture" (Pamela Bolotin Joseph); (3) "Training for Work and Survival" (Nancy Stewart Green); (4) "Connecting to the Canon" (Pamela Bolotin Joseph); (5) "Developing Self and Spirit" (Stephanie Luster Bravmann); (6) "Constructing Understanding" (Mark A. Windschitl); (7) "Deliberating Democracy" (Edward R. Mikel); (8) "Confronting the Dominant Order" (Mark A. Windschitl and Pamela Bolotin Joseph); and (9) "Reculturing Curriculum" (Mark A. Windschitl, Edward R. Mikel, and Pamela Bolotin Joseph). (SM)

ED 448 147 SP 039 674

Ganser, Tom; Rogers, Harriet; Zbikowski, John; Sherlock, Wallace; Freiberg, Melissa
Critical Issues in the Induction of Secondary School Teachers in Business Education, English and Language Arts, Foreign Language, and Mathematics.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Articulation (Education); *Beginning Teacher Induction; *Beginning Teachers; Business Education; Classroom Environment; Computer Uses in Education; Curriculum Development; Diversity (Student); Educational Technology; English Instruction; English (Second Language); Grammar; Higher Education; Language Arts; Mathematics Education; Politics of Education; Preservice Teacher Education; Second Language Instruction; Secondary Education; Secondary School Mathematics; *Secondary School Teachers; Student Characteristics; Student Evaluation; Writing Processes
IDENTIFIERS- Teacher Support Groups

In this paper, four teacher educators present their ideas about history, and usefulness for educational researchers and outlines the essential steps to a successful focus group. An example of the use of focus groups is given. The focus group originated in the 1920s in the social sciences, developed further in market research, and is undergoing a resurgence in the social sciences. The approach has evolved to become useful in educational research. In setting up focus groups, these issues are important: (1) purpose; (2) number of groups; (3) length of group; (4) moderator's guide; (5) moderator; (6) location and setup; (7) participants; (8) number of participants; (9) conducting the group; and (10) analyzing the data. Among the advantages to focus groups is the promotion of interactive discussion among stakeholders. A major disadvantage is data analysis, which can be tedious and difficult. A study of the instructional validity of a state's graduation examination illustrates the use of teacher and student focus groups. When evaluating programs, educational researchers should consider the use of focus groups during and after the implementation of the program as an excellent way to ascertain participants' attitudes. Two appendixes contain sample teachers' and students' group moderator guides. (Contains 34 references.) (SLD)

ED 448 168   TM 032 129

Craig, James R.; Kacer, Barbara A.
Using an Innovation Configuration Component Map To Assess the Relationship between Student Achievement and the Degree of Implementation of Extended School Services in a Sample of Kentucky Middle Schools.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Ancillary School Services; *Educational Innovation; Elementary Secondary Education; *Maps; Middle School Students; Middle Schools; *Program Evaluation
IDENTIFIERS- *Innovation Configurations; *Kentucky Education Reform Act 1990

One of the diagnostic tools used in the evaluation of programs implemented under the Kentucky Education Reform Act (KERA) (1990) is the Innovation Configuration Component (ICC) Map, designed to specify the key elements associated with an innovation and to define what "use" means in the context of implementing an innovation. This study investigated whether the ICC Map for Extended School Services (ESS) developed by the Kentucky Institute for Educational Research could be used to describe the extended school services used in middle school instruction in Kentucky, and, if the map could be used, the nature of the relationship between the level of implementation of extended school services and the state's high stakes assessment of a school's students' academic performances as reflected in the state's Accountability Index. The sample consisted of 10 middle schools at 5 levels of achievement. In this sample, there was a positive relationship between the implementation of extended school services that provide additional instructional or learning opportunities for students and the achievement gains posted by the school's students. It and 1.00 is moderate, and above 1.00 is large. These are products of the criterion formally used by the U.S. Department of Education's Joint Dissemination Review Panel and the Program Effectiveness Panel. it is clear from the context of these articles that it is assumed that they were dealing with raw scores or scaled scores, not NCEs. NCE scores for individual students and, particularly, mean NCE scores for schools would not be expected to change from year to year without some type of intervention. This study computed effect sizes for the raw, scaled scores, and NCEs by school for grades 4, 6, and 8 on a national norm-referenced test for 749, 574, and 464 schools respectively representing 120,149 students. The results show that, as expected, the effect sizes for NCE scores were lower than those for raw and scaled scores. These results suggest that when rules-of-thumb for effect sizes are presented, they should take into account the type of metric on which it is being applied. (Contains 3 figures, 4 tables, and 23 references.) (SLD)

ED 448 189   TM 032 150

Higgins, Bettie Caroline
Detecting and Dealing with Outliers in Univariate and Multivariate Contexts.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Multivariate Analysis; Social Science Research
IDENTIFIERS- *Outliers; Statistical Package for the Social Sciences

Because multivariate statistics are increasing in popularity with social science researchers, the challenge of detecting multivariate outliers warrants attention. Outliers are defined as cases which, in regression analyses, generally lie more than three standard deviations from Yhat and therefore distort statistics. There are, however, some outliers that do not distort statistics when they are on the mean of Yhat lines. In univariate analyses, finding outliers can be accomplished using Casewise Diagnostics in the Statistical Package for the Social Sciences (SPSS) version 9.0, which as a three standard deviation default that can be changed easily by the researcher. In bivariate and multivariate analyses, finding outliers more than three standard deviations from Yhat is not as easy. Casewise Diagnostics will detect outliers of "Y"; however, in multivariate analyses, statistics can be distorted by a case lying within the arbitrary three standard deviations because it is said to be exerting so much influence or leverage on the regression line that, in fact, the regression line is distorted. There are two popular ways of detecting this leverage, through distance and influence calculations. The most popular statistic for detecting outliers using distance calculations is Mahalanobis. Several other ways of detecting leverage in multivariate cases are available in SPSS 9.0. Once a researcher has identified a case as being a possible outlier, then the choices are to find out if there has been an error in recording the data, or if the outlier is truly an outlier. it can be argued that there are always going to be outliers in the population as a whole, and this is an argument for keeping the variances, the variance of the mean item variances, and the squared standard error of measurement is encouraged, but, in fact, no specific guidelines have been developed for determining what is and is not an acceptable threshold for data homogeneity. Contains 3 tables and 11 references.) (Author/SLD)

ED 448 210 TM 032 240

McDonald, Jo-Anne
The Susceptibility of Item Parameters to Instructions for Completion.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employees; Item Response Theory; *Personality Measures; Rating Scales; Responses; *Selection
IDENTIFIERS- *Instructions; *Item Parameters; Rasch Model; Self Report Measures

The purpose of this study was to examine the effect of completion instructions on item parameters and category use as students completed a self-report personality survey. Instructions allowed free-choice allotment of ratings (nonforced distribution) or requested the subject to assign a certain number of ratings to either the highest or lowest rating-scale categories (forced instructions). A total of 126 participant responses using nonforced instructions was obtained from a self-report survey completed at 1 company. The comparison sample of 346 forced distributions of ratings was collected from 5 companies. The hypothesis that alternatively worded instructions for survey completion would not impact item parameters was unsupported. The two sets of instructions produced nonequivalent patterns of response and item statistics. In addition, person separation and reliability were lower in the forced distribution condition. Data collected under the forced conditions did not fit the Rasch model as well as did the nonforced distribution data. Five appendixes contain the instructions for both conditions, two figures, and three tables of data. (SLD)

ED 448 211 TM 032 241

McDonald, Jo-Anne; Hall, Lisa
The Impact of Instructional Set on Distributions of Self-Report Ratings on a Survey of Personality Characteristics.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employees; Item Response Theory; *Multivariate Analysis; *Personality Measures; Rating Scales; Responses; *Selection
IDENTIFIERS- *Instructions; *Item Parameters; Rasch Model; Self Report Measures

The purpose of this study was to examine the effect of instrument completion instructions on univariate and multivariate significantly encourages moderate intensity work while discouraging long hours. Teens in families that once received welfare but are no longer on assistance are most likely to work long hours and least likely to work moderate hours. Hours worked per week vary sharply by gender, while overall employment rate varies significantly by race. There is only a weak connection between long work hours and negative school behaviors, and working teens are less likely to have skipped school or to have extensive behavioral or emotional problems. Teens from low-income and welfare families do less homework, have lower engagement in school, experience much higher rates of expulsion and suspension, skip school more, and suffer more emotional problems. (SM)

ED 448 230   UD 033 887

Vandivere, Sharon; Moore, Kristin Anderson; Brown, Brett
Child Well-Being at the Outset of Welfare Reform: An Overview of the Nation and 13 States. New Federalism: National Survey of America's Families. Series B, No. B-23. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 7p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Child Health; *Child Welfare; Children; Emotional Problems; Employment Level; Expulsion; One Parent Family; Poverty; *Socioeconomic Influences; Student Behavior; Suspension; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Welfare Reform

This brief examines state-level data on social, economic, and child well-being measures at the outset of welfare reform, highlighting 13 states being studied in-depth. The National Survey of America's Families (NSAF) reveals that social and economic conditions relevant to welfare reform are quite diverse among the 13 states. State differences in child well-being are not as large as those for poverty, welfare dependence, single parenthood, and employment. Nevertheless, outcomes for children vary across states and also differ significantly from the national average in one or two of the indicators of child well-being in each state. For each of five child outcomes measured (behavioral and emotional problems, fair or poor health, low school engagement, skipped school, and suspended or expelled), NSAF data show that American children living in families with characteristics deemed harmful by architects of welfare reform fare significantly worse than other children. After adjusting for differences in socioeconomic conditions across states, the proportions of children experiencing negative outcomes in the 13 states move closer to the national averages in most cases, with some notable differences. Overall, states and families face diverse

(7) "Language and Cultural Complexity in Asian American Identities"; (8) "Discourse Consequences: Where Language and Culture Matter"; and (9) "Bilingual Education, Ebonics, and the Ideology of 'Standard English'." (Contains 10 figures, 28 tables, and 366 references.) (SLD)

ED 448 250 UD 033 909

Price, Jeremy N.
Against the Odds: The Meaning of School and Relationships in the Lives of Six Young African-American Men. Issues in Curriculum Theory, Policy, and Research.
PUB DATE- 00
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Disadvantaged Youth; Educational Experience; *High School Students; High Schools; *Males; *Student Attitudes; Urban Youth
IDENTIFIERS- African Americans; *Meaning Construction

This study of six young urban African American men, all in grades 10 or 11 at the time of the study, examined their experiences and the meanings they constructed of the high school diploma, their experiences in classrooms, and their relationships with family members and peers. The perspectives of these young men point to the importance of understanding the ways in which race and social class and gender are significant to the meanings they construct of schooling. The chapters are: (1) "Introduction"; (2) "The Six Young Men"; (3) "The Politics of a White Researcher Learning about Young African-American Men's Experiences of School"; (4) "Situated Meanings of the High School Diploma"; (5) "Accommodation and Critique of Life in Classrooms"; (6) "Building Connections"; (7) "Images of Self, Images of Others"; and (8) "Power, Privilege, and Inequality." (Contains 153 references.) (SLD)

ED 448 251 UD 033 910

Beyond Racism: Embracing an Interdependent Future. Brazil, South Africa, the United States.
PUB DATE- 00
NOTE- 431p.; Produced by the Comparative Human Relations Initiative, International Advisory and Working Group.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Equal Education; *Ethnic Groups; Foreign Countries; *Power Structure; Profiles; *Racial Discrimination
IDENTIFIERS- Brazil; South Africa; United States

This set of four publications examines contemporary power relations between persons of European and African descent in Brazil, South Africa, and the United States. Using a comparative and multidisciplinary approach, these publications focus on three democracies with large multiracial and multiethnic populations. "Overview Report," which details findings by the Southern Education Foundation's Comparative Human Relations Initiative, features first-person profiles of outstanding Brazilians, South Africans, and individuals from the United States who are involved in the struggle against racism and reflections of members of the working and advisory groups. "Three Nations at the Crossroads" contains in-depth

ED 447 752 HE 033 595

Aguirre, Adalberto, Jr.
Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture. ASHE-ERIC Higher Education Report, Volume 27, Number 6. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 141p.; This series is published eight times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Educational Environment; Educational Research; *Females; *Higher Education; *Minority Groups; Sex Discrimination; Teacher Attitudes; *Teacher Role

In an attempt to address the need for substantive comparisons in the minority university faculty population, this monograph examines the relative differences in minority groups in the faculty population when the data permit comparisons. The report also examines research on the status of women faculty members. The discussion assembles a large volume of empirical research organized under the main thesis that academia for women and minority faculty is often experienced as a chilling and alienating environment. Women and minority faculty are expected to perform institutional roles that allow higher education institutions to pursue diversity on campus, but these roles are ignored in the faculty reward system, especially in the awarding of tenure. The chapters are: (1) "The Status of Women and Minority Faculty: Changing or Unchanging?"; (2) "The Academic Workplace"; (3) "The Academic Workplace for Women and Minority Faculty"; (4) "Issues Facing Women and Minority Faculty"; and (5) "Summary Observations and Suggestions." (Contains 314 references.) (SLD)

ED 447 753 HE 033 596

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1999-June 30, 2000.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Certification; Doctoral Degrees; Graduation; *Higher Education; Masters Degrees; Private Colleges; Public Colleges; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *North Dakota

This report provides information on degree and certification programs offered and student program completions for fiscal year 1999-00 in North Dakota public and private postsecondary educational institutions. Institutional programs are coded in accordance with the Classification of Instructional Programs (CIP) code system provided by the National Center for Education Statistics branch of the U.S. Department of Education. Programs are organized by level of offering: certificate, diploma, associate, bachelor, and graduate. Information included was provided by registrars at each institution. Data are provided licenses and licensing income, and between state support for higher education and licensing income for public institutions. (Contains 59 references.) (EV)

ED 447 774 HE 033 618

McMurlen, Brian; West, Charles K.
Research Productivity and Tenure.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Nontenured Faculty; *Productivity; Research; *Tenure; Tenured Faculty

This study examined research productivity over the course of the professional career and its relationship with tenure. It hypothesized that the rate of scholarly productivity does not decrease after tenure, and further, that the amount of activity of older faculty is comparable to new faculty. Data were collected from the curriculum vitae of current full-time, tenure-track faculty in the College of Education at the University of Illinois in the fall of 1998. Findings indicated a moderately positive correlation between the rate of productivity (measured by number of journal articles and book chapters published) before tenure and after tenure. The notion that the post-tenure years are a time of relative languor and sluggishness is not borne out in the data. (Contains 18 references.) (EV)

ED 447 775 HE 033 619

Redd, Kenneth E.
Discounting toward Disaster: Tuition Discounting, College Finances, and Enrollments of Low-Income Undergraduates. New Agenda Series TM , Volume 3, Number 2.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Trends; Enrollment; *Higher Education; Minority Groups; Scholarships; Student Costs; *Student Financial Aid; Surveys; Tables (Data); *Tuition; *Tuition Grants
IDENTIFIERS- *Tuition Discounts

To study the effects of college tuition discounting, data from annual Institutional Student Aid Surveys of private colleges and universities were compared to enrollment and Pell Grant data from the U.S. Department of Education. Findings indicated that: (1) at least one quarter of the colleges and universities used discounting strategies that resulted in large losses of tuition revenue; (2) institutions with the greatest increases in discount rates raised their spending on institutional grants by $3,375 per undergraduate, but their tuition and fee revenue grew by just $3,069; (3) discounting strategies do not appear to have significantly improved the academic profiles of admitted undergraduates when measured by changes in median admissions test scores of entering first-year students; (4)

distance education environment. The setting was an 8-week, Internet-based undergraduate/graduate sociology course sponsored by Indiana University Purdue University at Fort Wayne. The primary mode of instruction was text-based, synchronous computer conferencing (online discussions). Course requirements included weekly interaction in the chats among small groups of fellow students and the instructor. Data collection focused on a series of four interviews with each study participant and was supplemented by observations of participants' interactions in the synchronous conferences, learning journal entries, and a reflective journal maintained by the researchers. Analysis of the evidence focused on cognitive and affective responses as study participants learned computer competencies, critical thinking skills, and course concepts. As a result of this study, synchronous computer conferencing was validated as a potentially motivational and effective tool for interactive learning with computer-mediated communication in the distance education environment. (Contains 27 references.) (Author/MES)

ED 447 795 IR 020 417

Al-Saleh, Bader A.
An Analysis of Papers Published in the AECT Annual Proceedings from 1996 through 2000.
PUB DATE- 00
NOTE- 18p.; Paper presented at the National Convention of the Association for Educational Communications and Technology (AECT) (23rd, Denver, Colorado, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Conference Papers; *Conference Proceedings; Content Analysis; Educational Development; *Educational Research; Educational Technology; Higher Education; Research Methodology
IDENTIFIERS- *Association for Educational Communications Tech

This study describes the results of an analysis of the 293 papers published in the Association for Educational Communications and Technology (AECT) annual proceedings for the years 1996 through 2000. The primary purposes of this study are to identify the major topics or themes that were investigated in papers published in the proceedings over a 5-year period, and to identify the major research methodologies employed in the research studies of these proceedings. Other secondary purposes are to identify types of papers, subject or target audience addressed, contributing authors, authors' institutional affiliations, and the extent to which international contributions were present. This study used a content analysis methodology. Findings are presented and discussed according to the research questions related to seven characteristics: type of paper, topic, methodology, target audience, contributing author(s), contributing institution(s) and international contributions. Major findings were as follows: research study was the dominant type of paper; computer-mediated communication was the most popular research topic; experimental and qualitative methodologies were the most common research methods used; and college students were the audience most targeted. The Content Analysis Recording Form is appended. (Contains 12 references.) (AEF)

ED 447 796 IR 020 420

*Library Funding; Private Financial Support; Public Libraries

This resource presents the tools necessary for bringing librarians' development and fundraising skills up to the level necessary to lead an effective campaign. The book points out that there are significant differences between raising money for libraries, especially academic libraries, and raising money for other types of organizations. It shows librarians how library fundraising works, providing a realistic view of library development and explaining how to think about library fundraising and how to succeed. Chapters include: "Fundraising and You: A Personal Feasibility Study"; "Basic Concepts: The Art and Science of Fundraising"; "Building a Team: Development Staffing for Libraries"; "Planning To Raise Funds: Understanding, Initiating, and Evaluating Your Development Program"; "Getting to Yes: The Major-Gifts Process"; "Fundraising with Friends Groups: The Role of Friends in Development"; "Black Holes or Black Ties? How To Make Your Events Worth the Trouble"; "Making it Personal: Demystifying Fundraising from Foundations, Corporations, and Planned-Giving Prospects"; "Enhancing Your Image: Communicating Strategically about Your Library"; and "Thoughts on the Future of Library Development." Includes a short recommended reading list and an index. (AEF)

ED 447 814   IR 057 872

Knell, Suzanne; Scogins, Janet
Adult Literacy Assessment Tool Kit.
SPONS. AGENCY- Lila Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 93p.; Also produced by the American Library Association, Office for Literacy and Outreach Services.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Information Literacy; *Library Services; Literacy; *Literacy Education; *Needs Assessment; *Program Development

Field-tested in libraries nationwide, the 13 strategies in this hands-on book are designed to help librarians create effective and accountable adult literacy programs. These step-by-step assessment tools will help in: identifying and evaluating the skill levels of learners; making program changes based on users' aptitudes; writing thorough and convincing grant proposals based on results; and meeting the needs of learners, instructors, and funders with a first-rate adult literacy program. The tools are organized into two main sections. The first section includes tools intended to be used at or near intake to assess the entry level skills of learners, identify and set learning goals, and follow up with learners after they have completed or left the program. The second section includes tools designed to measure learner progress. These tools present examples of checklists, matrices, and surveys, as well as ways to measure progress in such areas as technology skills, library use, reading, writing, and English language skills. The beginning of each section outlines the purpose, strengths, and projected outcomes of the tools in that section. Then, each tool is presented with accompanying comments. General procedures to follow are outlined in an introductory section.

into old markets; and customization. Other topics covered include investigating client behavior, client-centered design, client relationship management, and strategic planning for the virtual library. The paper concludes with 12 strategies for successful transition of libraries to electronic mode: educate, train, and promote staff, clients, and partners; review current distribution channels; understand what clients expect from the World Wide Web; re-evaluate the nature of libraries services; adopt client-centered service design; give new roles to staff; extend current business to the outside; develop a Web-centric marketing strategy; instill electronic management style; develop a good technical infrastructure; provide a secure, well-controlled system; and provide adequate resources. (MES)

ED 447 832 IR 057 954

Rickards, Janice
The Virtual Campus: Impact on Teaching and Learning.
PUB DATE- 00
NOTE- 7p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Change; *Educational Technology; Evaluation Criteria; Higher Education; Information Technology; *Learner Controlled Instruction; Role of Education
IDENTIFIERS- *Virtual Universities

This paper discusses the impact of the virtual campus on teacher and learning. It begins with a section that discusses what a virtual campus is and presents two models of the virtual campus. The second section summarizes factors that fuel the growth of non-traditional providers and drive major changes in the ways in which traditional universities fulfill their teaching role. The third section addresses student-centered learning, including characteristics of good courses from the students' perspectives. The fourth section describes advantages of technologies that enable the broadcasting of information to students independent of time and place. The fifth section presents a "virtual reality check" that examines the impact virtuality has on teaching and learning activities, including criteria related to cost, implications for traditional notions of academic work, accreditation and quality assurance issues, and legislative and policy issues. It is concluded that the ultimate determinant of the success of the virtual campus rests with the student. (MES)

ED 447 833 IR 057 955

Shepherd, Murray
Strategies for Working with Library Staff Members in Embracing Change Caused by Library Automation.
PUB DATE- 00
NOTE- 7p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland,

courses via the Internet, and 16 offer them via two-way interactive distance learning; (3) there was a 240 percent increase in secondary school involvement in dual credit since the funding change; and (4) significant growth in the dual-credit program is expected in most colleges. (MDP)

ED 447 852 JC 010 018

Learning Abstracts, 1999.
PUB DATE- 99
NOTE- 18p.; Published bimonthly. Edited by Mark D. Milliron, Cindy L. Miles, Ann V. Doty, and Cynthia Wilson. Published with support from SCT R . For full text: http://www.league.or/learnab.html.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; Educational Change; *Educational Innovation; Educational Practices; *Learning; Newsletters; Two Year Colleges
IDENTIFIERS- *League for Innovation in the Community College

This document contains volume two of Learning Abstracts, a bimonthly newsletter from the League for Innovation in the Community College. Articles in these seven issues include: (1) "Get on the Fast Track to Learning: An Accelerated Associate Degree Option" (Gerardo E. de los Santos and Deborah J. Cruise); (2) "The Learning College: Both Learner and Learning Centered" (Terry O'Banion); (3) "Soaring Moles and Burrowing Eagles: Decision-Making in the Learning College" (Jerry Moskus); (4) "What the Learning Paradigm Means for Faculty" (George R. Boggs); (5) "Putting Learning First at Sinclair Community College" (Karen Wells); (6) "Launching LearningFirst at the Community College of Baltimore County" (Irving Pressley McPhail); and (7) "Promising Prospects: An Inner London Approach to 21st Century Skills" (Wendy Forrest). (EMH)

ED 447 853 JC 010 019

Waukesha County Technical College Budget Document, Fiscal Year 2000-2001.
PUB DATE- 00
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; *Educational Finance; Resource Allocation; *School Funds; Technical Institutes; *Two Year Colleges
IDENTIFIERS- *Waukesha County Technical College WI

This report presents Waukesha County Area Technical College District's (Wisconsin) fiscal year 2000-2001 budget document. It contains the following sections: table of contents; a reader's guide to the budget document; a quick reference guide; an introduction section, which contains a transmittal letter, a budget message for 2000-2001 combining budget summary, fiscal impact summary, impact on taxpayers, vision statement, and policies; an overview section, which looks at the college's organizational chart, Wisconsin and district maps, district profile, board membership, 2000-2001 budgetary statements of revenues, uses and changes in fund balance, pro forma balance sheets as of June 30, 2000 and June 30, 2001, position summary, revenue analysis, budget process, financial and accounting specifically given in this handbook, prior written permission must be obtained from the copyright owner or from the Copyright Team for use of any portion of a copyrighted material. To comply with copyright regulation, each photocopy must include a notice of copyright. The copyright for any materials created by an employee of the college while employed by the college is held by the college itself, not by the creator of the work. Photocopies may be made without permission from United States Government publications. As a general rule, copyright is required each semester, even if the materials have been cleared for previous semesters. Materials downloaded from the Internet and used in a course packet almost always requires copyright clearance. Appendices contain brevity samples that serve as a gauge of the amount of material that can be copied without permission as long as the criteria for copying without permission are met and Internet addresses of resources are provided. (JA)

ED 447 874 JC 010 041

Analysis of Spring 1996 Student Enrollment, Pima Community College.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Demand; *Enrollment; Enrollment Rate; *Enrollment Trends; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This report summarizes spring 1996 student enrollment in credit classes at Pima Community College (PCC) (AZ). The number of students (head count) and full-time student equivalents (FTSE) are categorized by campus and day/extended day status. Comparisons with head count and FTSE data from the previous four spring semesters are displayed in tables and graphs. The spring 1996 head count was 2% more and FTSE enrollment 1% more than the previous spring's enrollment. The greatest growth in terms of percentage gain was at the Desert Vista Campus (73 students for 4% and 53 FTSE for 8%). The greatest growth in actual numbers was at the West Campus (247 students and 58 FTSE). The enrollment for spring 1996 represents a shift compared to previous springs: a reversal in the downward drift of enrollment. Despite the increase, however, enrollments are still below spring 1994 levels. The enrollment shift for spring is small but it does indicate a change in direction. That change reflects the continued growth at Desert Vista Campus, the regaining of enrollment at Community Campus, and the increase of enrollment at West Campus. It is premature to state that the enrollment gains of spring 1996 are the start of a trend. (JA)

ED 447 875 JC 010 042

Gruhn, Bill; Keys, Terry; Bates, Pat; Cheasty, Diane; Christian, Marilyn; Cunningham, Bob; Ferguson, Bianca; Lewis, Millie; Mancuso, Ellen; Ryther, Dick; Weidel, Pam
Educational Technology Services, Customer Services Team. Final Report.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Community College Trustees: Leading on Behalf of Their Communities.
PUB DATE- 97
NOTE- 200p.; A Special Project of the ACCT Trust Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Board Administrator Relationship; *College Presidents; *Community Colleges; Governing Boards; National Surveys; School Community Relationship; *Trustees; Two Year Colleges
IDENTIFIERS- *Trustee Role

Based on a national study of community college trustees, this book describes the role of trustees in college operations and provides data on trustee characteristics and attitudes. Introductory materials describe the purpose and methodology of the study, indicating that three distinct questionnaires were sent to 505 college presidents, 505 board of trustee chairs, and 1,063 non-chair trustees. Chapter 1 provides a historical overview of governing boards in American higher education and reviews the role of trustees in community colleges. Chapter 2 presents a profile of trustee characteristics based on responses from 618 trustees and compares chair and non-chair trustees, male and female trustees, and White trustees to those from other ethnic groups. Chapter 3 explores the president-trustee team, describing methods for building teams, trustees' perceptions of presidents, and presidents' perceptions of trustees, while chapter 4 discusses trustees' activities on the job and their perceptions of those activities. Chapter 5 focuses on trustees' relationships with their communities, and chapter 6 presents trustees' comments regarding the satisfactions they receive by serving. Chapter 7 offers trustee perceptions of what constitutes the ideal college president, as well as presidents' perceptions of the ideal trustee. Chapter 8 considers the influence of board expectations, goals, and assessment on trustees' roles and presents strategies for improving effectiveness. The final chapter summarizes findings from the study and offers recommendations. Contains 20 references. (BCY)

ED 447 896   PS 028 598

Fletcher, Richard
Improving Boys' Education: A Manual for Schools.
PUB DATE- 99
NOTE- 212p.; An accompanying oversized black and white photopak showing men and boys in a variety of occupations, roles, and emotions is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; *Benchmarking; Change Strategies; Childhood Needs; *Educational Improvement; *Fathers; Foreign Countries; Group Discussion; Leaders Guides; *Males; Outcomes of Education; Parents; Professional Development; Psychological Needs; Secondary Education; Staff Development; Student Needs
IDENTIFIERS- Australia

Emphasizing the importance of involving educators, parents, and both male and female students in improving schools' treatment of boys, this manual is designed to assist schools in improving

Program Requirements; *Young Womens Christian Association

Providing child care to young children has been an important part of the mission of the Young Women's Christian Association (YWCA) since the early days of the organization. Noting that one of the most frequently identified needs of current YWCA child care programs is a guide for providing child care within the association's mission, this guidebook for YWCA child care centers compiles resources contributed by YWCAs across the country. Part 1 of the guidebook presents an overview of YWCA child care, including a history of the organization, description of basic requirements for a mission-driven YWCA child care program, and a description of the current social-political context in which child care operates. Part 2 contains a multitude of resources submitted from YWCAs across the country and is organized in the following areas: (1) basic YWCA child care operations, including philosophy, community needs assessments, funding mechanisms, ethics and confidentiality, and operating policies and procedures; (2) family support systems, including registration and orientation, financial agreements, child health and safety documents, family handbook, communicating with families, and program evaluation; (3) staff supervision and development, including personnel records, effective interviewing, job descriptions, teamwork, professional development, and staff performance evaluation; (4) program implementation, including program policies and procedures, curriculum planning, child observation tools, program self-evaluation, and resources supporting inclusion, diversity, and peace; and (5) child care administration, including fiscal matters, program records, and marketing tools. Four appendices provide nonracist, nonsexist guidelines, recommended terminology, a list of relevant organizations, and public policy resources. A form for evaluating the guidebook completes the document. (KB)

ED 447 915   PS 029 008

Shrestha, Kishor
Overview of Integrated Child Development Services Programme in India: Some Policy Implications for Nepal.
PUB DATE- 00
NOTE- 10p.; Paper presented at the European Early Childhood Research Association Conference (London, England, United Kingdom, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Early Childhood Education; Foreign Countries; *Integrated Services; Program Descriptions; *Program Development; *Public Policy
IDENTIFIERS- India; Nepal; *Program Characteristics

This paper presents an overview of the Integrated Child Development Services (ICDS) program in India, discusses the context of Early Childhood Education (ECE) in Nepal, analyzes the best practices of the ICDS, and draws some policy implications for improving ECE in Nepal. The ICDS program is an integrated child development program with the following objectives: (1) improving nutritional and health status of children birth-6 years; (2) laying the foundation for proper child development; (3) reducing the incidence of mortality, morbidity, malnutrition, and dropping out of school; (4) coordinating policy among various departments promoting child development; and (5) enhancing mothers' capacity to meet their the base year 1998-99. Following an executive summary, introduction to the kindergarten year, description of the report's organization, and national data on kindergartners in the United States, the findings are presented in two sections, followed by a summary and a methodology and technical notes section. The first section of findings describes overall gains children made during the kindergarten year in reading and mathematics. Findings in this section are based on children's overall reading and mathematics scale scores. The second section of findings explores specific reading and mathematics knowledge and skills gained during the kindergarten year. This section also includes information about children's acquisition of various social skills over the school year. The two findings sections present information in three basic areas: (1) a description of the gains children made from fall to spring; (2) differences in gain by child, family, and program characteristics; and (3) differences in children's status in the spring. (Includes numerous data tables. Contains 18 references.) (EV)

ED 447 934   PS 029 036

Wolkoff, Sandra, Ed.; Schwartzberg, Neala S., Ed.
Parent and Preschooler Newsletter: A Monthly Exploration of Early Childhood Topics, 2000.
PUB DATE- 00
NOTE- 124p.; For 1999 newsletters, see ED 440 723. Published 11 times per year.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Child Health; *Child Rearing; Dreams; Emergent Literacy; Emotional Adjustment; Newsletters; Parent Child Relationship; *Parenting Skills; Personality; Physical Fitness; Play; *Preschool Education; Reading Skills; Science Activities; Sex Education; Sexuality; *Young Children
IDENTIFIERS- Rituals

This document consists of 11 monthly newsletter issues, in English and Spanish language versions, exploring topics related to early childhood behavior and parenting. Regularly appearing features are "Library Resources," "Preschoolers in the Kitchen," "Websites for Parents," and "The Doctor's Corner." Major topics of the newsletter issues are as follows: (1) infant temperament (January); (2) physical fitness for preschoolers (February); (3) emergent literacy (March); (4) children's dreams (April); (5) science activities (May); (6) family rituals and traditions (June); (7) children's play (July-August); (8) sexuality and sex education (September); (9) attention deficit disorders (October); (10) early reading and pre-reading skills (November); and (11) parental adjustment (December). (KB)

ED 447 935   PS 029 039

Ridley, Stephanie Maher; de Kruif, Renee E. L.; McWilliam, R. A.
Effects of Child and Teacher Characteristics on Children's Observed Engagement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC,

between a young child's physical and psychological status at home, in the family, and performance in the primary grades at school. The recent expansion of Head Start services allows educators to reach more children in poverty prior to school entry than ever before. However, the address argues, parents must be empowered to feel full responsibility for their children's literacy development and school readiness, and to use the skill and knowledge of teachers and others to make their responsibility concrete. It is asserted that it is time for African American parents to assume responsibility, as Asian American parents do, for teaching their own children to read before they go to elementary school. (Contains 22 references.) (KB)

ED 447 953   PS 029 062

Choi, Kee Young
Activity Plans of Group Games for Social and Emotional Development of Kindergarten Children in Korea.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Emotional Development; Foreign Countries; *Games; *Group Activities; Interpersonal Competence; *Kindergarten; *Kindergarten Children; Primary Education; Social Development; Teacher Role
IDENTIFIERS- South Korea

Although classroom group games have been used to effectively teach mathematics in Korean kindergarten, ethnographic research has revealed some unexpected negative effects of such games on young children due to children's over-competitiveness and the teacher's unskilled group management. This paper proposes some activity plans for group games to promote the social and emotional development of kindergarten children, based on a pilot study conducted during two academic years in Korean kindergartens. The activity plans are presented in three parts: (1) basic requirements for group games (establish amiable climate, prepare the physical environment, integrate games with other activities, consider group size); (2) guidelines for implementing group games (appropriateness of games, voluntary nature of games, encouragement of prosocial behavior, flexible rules for games, flexible game procedures, recognition of children's opinions and needs); and (3) appropriate procedures for group games (preparing sufficiently, presenting instructions and rules, deciding on instructions, deciding on the rules, grouping, judging results, evaluating, and cleaning up). (KB)

ED 447 954   PS 029 063

Hall, Stuart; Powney, Janet; Davidson, Paula
The Impact of Homelessness on Families. Research Report Series.
PUB DATE- 00
NOTE- 59p.; Report arising from research funded by East Lothian Council and Tranent Social Inclusion Partnership and undertaken between December 1999 and June 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

everyone understands that exploratory and academic are complementary, not competing or opposing concepts. (Contains 11 references.) (LPP)

ED 447 971 PS 029 100

New, Rebecca S.
Reggio Emilia: Catalyst for Change and Conversation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Early Childhood Education; Educational Environment; Educational Philosophy; Educational Practices; Foreign Countries; *International Communication; International Educational Exchange; Preschool Curriculum; *Reggio Emilia Approach; *Young Children
IDENTIFIERS- ERIC Digests; Italy (Reggio Emilia)

International perspectives on the care and education of preschool children that seem to be of greatest interest in the United States are those directly linked to prevailing concerns in American early childhood education. In this context, many early childhood specialists have explored the implications of Reggio Emilia's work for the theory, practice, and improvement of U.S. early childhood education. This digest outlines the history of Reggio Emilia's early childhood programs in order to provide insights to educators in the United States; the digest highlights some of Reggio Emilia's less visible contributions, particularly its role in promoting discourse among communities of adults in the United States, as they debate the meaning and significance of their work with young children. Also discussed is Loris Malaguzzi's influence in bringing together Italian early childhood educators to share and debate the merits of their diverse approaches to creating environments for young children. The digest concludes by noting that while it is premature to make claims about the influence of Reggio Emilia's example on children's lives, there is little question that the field of early childhood education, including teacher education, has been altered by the exchanges taking place with Italian colleagues. As a result of these cross-cultural conversations, some educators have begun to use Reggio Emilia as illustrative of how nations might best respond to children's development and learning potentials--in particular, Reggio Emilia's emphasis on local processes of knowledge construction. (LPP)

ED 447 972 RC 022 149

Kawakami, Alice J.; Aton, Kanani; Glendon, Crystal; Stewart, Roxane
Curriculum Guidelines: Native Hawaiian Curriculum Development Project.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 447 989 RC 022 673

Autry, George B.; Guillory, Ferrel
The Carolinas, Yesterday-Today-Tomorrow: An Exploration of Social and Economic Trends, 1924-1999.
PUB DATE- 99
NOTE- 228p.; Photographs may not reproduce adequately. Funded by the Duke Endowment.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Health Services; Economic Development; Education Work Relationship; Educational Attainment; *Educational Trends; Employment Patterns; Higher Education; Hospitals; *Modernization; *Philanthropic Foundations; Poverty; Racial Relations; Resistance to Change; Rural Areas; *Rural Development; Social Change; *Sociocultural Patterns; State History
IDENTIFIERS- *North Carolina; Orphanages; *South Carolina

James B. Duke established the Duke Endowment in 1924. This document examines what the Carolinas have accomplished since that time--both through the endowment's investments and otherwise--and what remains to be achieved. The first chapter describes the Carolinas' of the 1920s. While the rest of the nation enjoyed economic prosperity, the rural Carolinas experienced poverty and ignorance. Mr. Duke's hydroelectric industry initiated a start towards urbanization and industrialization, but the area's longstanding tradition of resistance to change was reflected in the rise of the Ku Klux Klan and Jim Crow laws. The second chapter recounts Mr. Duke's strategy for improving the Carolinas. His endowment concentrated on the Carolinas and sought not only to enable economic development but also to foster improvements for Blacks and Whites in higher education, health care, and children's care, and to support the rural Methodist Church. The third chapter describes the Carolinas of today: industrialized, diversified, with an increasing population and an increased educational level. However, the area still lags behind the nation in college graduates, child poverty, and health care. Racial relations between Whites and Blacks are much improved, but the area is now coping with new populations of Latinos and Asians. The fourth chapter is a discussion among distinguished Carolinians about these trends and how foundations are uniquely positioned to promote and foster innovation for improving the economic, social, and physical health of individuals, families, and communities. Appendices contain roundtable participants, literary and visual arts contributors, and 55 sources of data and art. (TD)

ED 447 990 RC 022 680

Chavkin, Nancy Feyl; Gonzalez, John
Mexican Immigrant Youth and Resiliency: Research and Promising Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Indigenous Knowledge and Learning in the Peruvian Amazon. Studies in Written Language and Literacy, Volume 7.
PUB DATE- 99
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indians; Biculturalism; *Bilingual Education; *Educational Attitudes; Educational Change; Educational Policy; Elementary Education; Ethnography; Foreign Countries; Language Maintenance; Latin Americans; *Multicultural Education; Nonformal Education; School Community Relationship
IDENTIFIERS- *Amazon Basin; Biliteracy; Indigenous Knowledge Systems; Latin America; *Peru

This book examines indigenous education in South America, focusing on the development of intercultural education and on an ethnographic study of educational processes and change among the Arakmbut people of the Peruvian Amazon. The Arakmbut are one of seven Harakmbut-speaking peoples who live in the Department of Madre de Dios in southeastern Peru. Since the introduction of primary schooling in the 1950s, Arakmbut children have been exposed to missionary schooling that has denied their language, culture, and learning processes. This situation exists despite developing government advocacy of intercultural bilingual education. Arakmbut traditional teaching practices and learning strategies are exclusively oral. An assessment of the Arakmbut experience of formal education, their attitudes toward schooling, and responses to the proposed introduction of biliteracy considers whether intercultural education based on a biliterate, schooled model can promote indigenous learning practices and transmission of Arakmbut identity. Chapters cover: introduction to the study; indigenous self-determination and intercultural, bilingual, and biliterate education; emergence of intercultural education in Peru; background on the primary school studied and the teachers' situation; relations and communication between community and school; Arakmbut knowledge and worldview; Arakmbut informal learning practices; bilingual education for language maintenance; formal intercultural schooling; and indigenous-controlled intercultural education. (Contains approximately 250 references, an index, Harakmbut and Spanish glossaries, a list of acronyms, maps, and drawings.) (SV)

ED 448 008   RC 022 729

American Camping Association Annual Report, 2000.
PUB DATE- 00
NOTE- 18p.; Photographs may not reproduce adequately. For 1999 report, see ED 436 321.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Camping; Financial Support; Institutional Advancement; *Organizational Communication; Outdoor Education; Professional Associations; *Professional Development; Professional Training; *Program Development; Publications
IDENTIFIERS- *American Camping Association; Financial Reports; Web Sites

The American Camping Association (ACA) is a community of camp professionals dedicated to enriching the lives of children and adults through the camp experience. This annual report

Secondary Education; *Environmental Education; Science Instruction
IDENTIFIERS- *National Science Education Standards; *Project WILD

This guide was developed to aid educators in meeting the required essential learning skills for their students as listed in the National Science Education Standards. This document suggests ways in which Project WILD activities can fit into their lesson plans and be used to meet these science standards, and provides correlation tables for Project WILD activities with the National Science Education Standards. A short version of the National Science Education Standards is also provided. (SAH)

ED 448 031 SE 064 245

Bennof, Richard; Payson, Steven
State Science and Engineering Profiles and R&D Patterns: 1997-98. An SRS Special Report.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Data; *Engineering; *Research and Development; *Sciences; Tables (Data)
IDENTIFIERS- National Science Foundation

This document reports on statistics of research and development (R&D) within the United States according to the geographical distribution for 1997-1998. Science and engineering profiles for 50 states, the District of Columbia, and Puerto Rico are presented. Topics include State Distribution of Sector-Specific R&D, Ten-Year State R&D Trends, Historical Data on R&D by State and Performing Sector, Ratio of R&D to Gross State Product, Industrial R&D by State, Federal Support for R&D, and Data Sources for Science and Engineering State Profiles. (YDS)

ED 448 032 SE 064 307

Ediger, Marlow
Fun with Physics in the Elementary School.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Force; Gravity (Physics); *Mechanics (Physics); *Physics; Primary Education; Science Activities; *Science Instruction; *Units of Study
IDENTIFIERS- Simple Machines

Primary grade pupils can become fascinated with simple machines. This paper suggests that teachers have simple machines in the classroom for a unit of study. It proposes some guidelines to create a unit of study for six simple machines that include the fulcrum, inclined plane, pulley, wheel and axle, wedge, and screw. Friction, gravity, force, and inertia are the concepts to be studied in all facets of the unit. (ASK)

ED 448 033 SE 064 325

Environmental Citizenship in Florida's Middle Schools.
PUB DATE- 00
NOTE- 13p.

student activity categories and to 26% when using NSF teacher activity categories. The study concluded that questionnaires to survey science teachers about their instructional activities should include operational definitions, methods of classifying single activities into multiple instructional categories, and questions that are more accurate in describing quality science instructional activities. (Contains 43 references.) (Author/SAH)

ED 448 057 SE 064 356

Seo, Daeryong
The Motivational Construct in Mathematics Learning Using Structural Equation Modeling: The Korean Elementary School Math Class.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Head Start National Research Conference (Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 4; Intermediate Grades; *Learning Strategies; Mathematics Education; Models; *Motivation; *Student Attitudes
IDENTIFIERS- *South Korea

This study was undertaken to understand a motivation model in the context of the Korean elementary school mathematics class. The sample consisted of 178 fourth graders (boys=95; girls=83) from 2 Korean elementary schools. This study showed that a goal mediational model could be modified and successfully applied to the context of the Korean elementary school math class. Students' learning and performance goal orientations directly influenced their learning strategies as Meece, et al. (1988) reported. However, students' learning goal orientation had the bigger influence on their learning strategies. Students' math attitudes and effort had direct effects on their learning goal orientation, and had indirect effect on their learning strategies. Students' competence beliefs had direct effects on their math attitudes, effort, and performance goal orientation, and had indirect effects on their learning goal orientation and learning strategies. (Contains 26 references.) (Author/SAH)

ED 448 058 SE 064 358

Colombo, Luann
NOVA Fall 1998 Teacher's Guide.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Earthquakes; Elementary Secondary Education; Geometry; Microbiology; *Science Activities; *Science Instruction; Scientific Literacy; Space Sciences; Volcanoes
IDENTIFIERS- El Nino (Ocean Current); Longitude; National Science Education Standards; NOVA (Television Series)

This teacher's guide is designed to accompany the PBS television program "NOVA." Six science activities correspond to: (1) "Lost at Sea: The Search for Longitude,, which researches and charts the shortest course to circumnavigate the globe; (2) "Chasing El Nino," which formulates a question and designs an experiment

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Evaluation Methods; *Evaluation Needs; Futures (of Society); *Intergenerational Programs; Older Adults; Planning; *Program Evaluation; Service Learning; Youth
IDENTIFIERS- Evaluator Characteristics; Professional Role

Evaluation is an important component of intergenerational programs. This paper argues that the approach to evaluation for the 1990s and beyond should be two-fold: first, intergenerational programs of all types must emphasize the thoughtful, comprehensive planning of evaluation; second, the intergenerational field needs to strengthen evaluation in three specific areas. These are: (1) small, community-based programs need to design evaluations that describe who they are and what they do; (2) larger regional or national intergenerational programs developed to demonstrate solutions to social problems must focus on evaluating their impact based on clearly defined objectives related to these problems; and (3) the intergenerational field must strengthen its overall evaluation capacity by increasing evaluation skills of intergenerational professionals through the articulation of competencies and the provision of appropriate training. This two-fold approach builds from the rationale and basic components of evaluation of intergenerational programs suggested in the 1980s. The paper notes several factors shaping the context of intergenerational programs evaluation; discusses evaluation planning; and proposes directions for community-based programs, larger programs which address social problems, and professional competencies for program evaluators. (BT)

ED 448 082 SO 032 319

Fendrich, Laurie
Why Painting Still Matters. Fastback 473.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; *Art History; *Cultural Context; *Painting (Visual Arts); *Western Civilization
IDENTIFIERS- *Abstract Art

For more than two thousand years, the painted image has been critical to the culture of the West. At the beginning of the 21st century, however, painting sits quietly in a small corner and is, for the most part, ignored. Museums increasingly devote their contemporary exhibition space to "installation art," as opposed to discrete objects such as sculptures or paintings. Contemporary private galleries are the same. To answer the question of whether painting still matters without resorting to platitudes about art and beauty, the case for abstract painting must be made first. Making the case for abstract painting will lead to looking at the meaning and structure of painting, rather than its changing subject matter. This fastback sometimes will include a discussion of all painting, or painting in general. It looks at painting in history to arrive at the relevance of painting in the contemporary world. (BT)

ED 448 083 SO 032 320

Reese, William J.
Public School Reform in America. Fastback 471.

approach. The report examines possible steps toward the creation of a peacebuilding education, outlining guiding principles and goals, including the demilitarization of the mind, the introduction of alternatives to suspicion, hatred and violence, and the value of memory. (Contains 138 references.) (BT)

ED 448 106   SO 032 365

Scott, Renay M.
Developing StoryWeb Units That Integrate the Internet and Social Studies.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual National Middle School Association Conference (27th, St. Louis, MO, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Internet; Literary Devices; Middle Schools; *Revolutionary War (United States); Simulation; *Social Studies; Student Research; Teacher Developed Materials

StoryWeb is a teaching technique that combines elements of the short story and the Internet to provide an interactive simulation for students using differentiated content, product, and process. This paper describes one StoryWeb unit and indicates how one could implement the unit in a middle school U.S. History course. A StoryWeb unit uses the short story elements of setting, characterization, and critical incidents to develop a context in which the events of history unfold like the plot of a story. The paper presents a unit on the American Revolution in which students learn the historical setting and people, read the book "The American Patriot," and conduct research on the Internet through WebQuest. (Contains 13 notes.) (BT)

ED 448 107   SO 032 366

Hensley, Beth H.
Nontraditional, Nongender Stereotyped Experiences: Do They Make a Difference for Young Women?
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Baseball; *Career Choice; *Females; Feminism; *Gender Issues; *Individual Development; Interviews; *Nontraditional Occupations; Oral History; Personal Narratives; Qualitative Research; Sex Role
IDENTIFIERS- Collaborative Research; *Life Planning; Professional Sports

What impact did a nontraditional work experience have on subsequent life decisions in older women's lives, and what can be learned from these experiences that could have an impact on the educational and career decisions of girls and young women?

are discussed. (Author/SM)

ED 448 127   SP 039 639

Ingram, Michael A.
Extrinsic Motivators and Incentives: Challenge and Controversy.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Dropout Prevention; Elementary Secondary Education; *Incentives; Public Education; *Rewards; Self Motivation; *Student Motivation

This article reviews the literature and provides examples of extrinsic motivators and incentives being used in public schools to decrease dropout rates, increase attendance, and increase academic achievement. The use of incentives has grown in favor as a way to increase student achievement, intrinsic motivation, self-worth, and retention. Certain characteristics must be present in incentives to ensure success in motivating students. These include establishing definite patterns of change in behavior, melding with students' interests, and having consistent standards of implementation. Students will respond favorably to rewards if they feel there is a reasonable chance of success, they are convinced that the personal risks are not overwhelming, and they believe that the product or reward is worth the effort needed to succeed. Educators do not universally support incentives in education. Many believe that the use of extrinsic motivators undermines individuals' intrinsic motivation. Evidence clearly shows that extrinsic rewards can either enhance or reduce interest in an activity, depending on how they are used. Despite continued controversy, incentive programs can serve a valuable function in schools, providing an additional source of motivation and support for students. (Contains 45 references.) (SM)

ED 448 128   SP 039 640

Abeshaus, Michelle; Feather, Bonnie
Sightlines: Collaborating toward New Vantage Points.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Conference on the Social and Moral Fabric of School Life at Seattle Pacific University (Seattle, WA, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Education; *Ethical Instruction; *Ethics; *Moral Values; Observation; Teacher Attitudes; Teacher Responsibility; Teachers

This paper examines how teachers begin to think about ethics. A partnership between one elementary educator and one doctoral student writing her dissertation on educational ethics was formed. The project has grown to include four vantage points, or sightlines for viewing this issue. The four views come: (1) through the lenses provided by the philosophy of education from educational researchers like John Goodlad, Hugh Sockett, and Nell Noddings; (2) from the classroom (via participants' observations and from conversations engendered from these observations); (3) from evaluation of teachers' rationales for teaching as they do, particularly as these rationales touch on some of the critical induction issues facing graduates of their programs as they begin their careers in secondary schools. A business teacher educator focuses on the ecology of the classroom, structural functions and the political environment, and support networks. An English and language arts teacher educator highlights coherence in the literature curriculum, process-oriented approaches to writing, grammar and usage, and media and technology. A foreign language teacher educator discusses academic standards, grammar wars, isolation and problems of interschool articulation, and foreign language instead of bilingual instruction. A mathematics teacher educator looks at teaching to the levels of the students, issues related to student background, and falling into practice. Common themes that emerge from these discussions include the tension between preparing teachers in general for a wide variety of possible school settings and the distinct characteristics of specific schools; the influence of assessment (particularly standardized testing) on secondary school teachers; and the impact of beginning secondary school teachers' own biographies on their induction into teaching. (Contains 15 references.) (SM)

ED 448 148 SP 039 677

Taylor, Pamela A.
Cultural Literacy: Are Practically Average Knowledge Levels Enough?
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Detroit, MI, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Literacy; Diversity (Student); Elementary Secondary Education; Higher Education; *Knowledge Level; *Multicultural Education; Preservice Teacher Education; Student Teachers
IDENTIFIERS- *Teacher Knowledge

This study investigated levels of knowledge of multicultural education and issues related to cultural diversity among student teachers and teacher educators. Participants included 45 predominantly white teacher educators and 78 predominantly white preservice teachers at a mid-sized southern university. The student teachers were enrolled in a Social Foundations of Education course. All participants completed the Multicultural Knowledge Test, which measured their knowledge of topics and issues central to general multicultural education. Data analysis indicated that preservice teachers' multicultural knowledge levels were significantly below average, and teacher educators' knowledge levels were nearly, but not quite, average. Although the differences between teacher educators' and preservice teachers' scores for their multicultural knowledge were significant, the narrowness of the differences made them unimpressive. (Contains 61 references.) (SM)

ED 448 149 SP 039 678

Taylor, Pamela A.
Preservice Teachers and Teacher Educators: Are They Sensitive about Cultural Diversity Issues.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the

is possible that the degree of implementation of extended school services in a school is a barometer of the school's general willingness to implement a particular KERA reform initiative, and not a function of extended school services per se. The findings also suggest that another iteration in the formulation of the ICC Map of ESS is appropriate. A copy of the revised Map is attached. (Contains 13 references.) (SLD)

ED 448 169 TM 032 130

Giles, Rebecca McMahon; Kazelskis, Richard; Reeves-Kazelskis, Carolyn
A Factor Analysis of the Discipline Efficacy Scale.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Chi Square; *Discipline; *Factor Analysis; Factor Structure; Goodness of Fit; Higher Education; *Preservice Teachers; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Confirmatory Factor Analysis

The Discipline Efficacy Scale (DES) was designed to measure personal and general teacher efficacy beliefs about student discipline. A confirmatory factor analysis of the proposed two-factor model was carried out using a sample of 206 junior- and senior-level preservice teacher education students. Goodness of fit measures did not suggest a good fit for the two factor model. The resulting chi square based on 34 degrees of freedom was 181.62 (p .001), the ratio of chi square to degrees of freedom was high (5.34), and the root mean square error of approximation was also high (0.140). Since the proposed two factor model did not provide a satisfactory fit, the item responses were subjected to an exploratory factor analysis. A principal components analysis was used. The scree test and the eigenvalue greater than 1.0 criterion suggested two to four factors. Two, three, and four factor solutions were rotated using both orthogonal and oblique rotations. Based on factor interpretations and simple structure considerations, the three-factor oblique solution was deemed the most appropriate. Only one of the anticipated factors emerged, that of personal teacher efficacy. The remaining two factors will require further development prior to being used for research purposes. An appendix contains the DES instrument. (Author/SLD)

ED 448 170 TM 032 131

Tanguma, Jesus; Speed, F. M.
Interpreting the Four Types of Sums of Squares in SPSS.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hypothesis Testing; *Research Design; Statistical Analysis
IDENTIFIERS- *Statistical Package for the Social Sciences; *Sum

score, because it reflects something natural about the general population. If the researcher decides to drop the case, then the researcher should report it and offer reasons why. (Contains 10 figures, 3 tables, and 20 references.) (Author/SLD)

ED 448 190 TM 032 151

Smith, Wade; Odhiambo, Eucabeth; El Khateeb, Hebatella
The Typologies of Successful and Unsuccessful Students in the Core Subjects of Language Arts, Mathematics, Science, and Social Studies Using the Theory of Multiple Intelligences in a High School Environment in Tennessee.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classification; English; *High School Students; High Schools; Mathematics; *Multiple Intelligences; Sciences; Social Studies
IDENTIFIERS- Tennessee

The purpose of this research was to use a Tennessee high school as a research site to assess the impact of H. Gardner's Multiple Intelligences (MI) on students' academic successes in 10th grade English, social studies, mathematics, and science classes. The research used a two-part minimally intrusive data collection protocol. The student population of the high school's 10th grade was stratified into two academic groups: honors and regular. From these 2 populations, 60 students from each group were assigned to the research participation database. Each student was surveyed to determine the multiple intelligence that they had used in English, social studies, mathematics, and science classes. This process required each student to complete the Student Multiple Assessment Reporting Test four times, completing each survey in approximately 10 minutes and the entire process in 40 minutes. Students' semester, first quarter, and second quarter grades were collected. Stepwise multiple regression with hierarchical clustering was used to determine the typologies of successful and unsuccessful students in these core subjects. There were significant differences between successful and unsuccessful students in all subject areas. Overall, however, the theory of multiple intelligence was found to be unproductive in the areas of student metacognitive activities and awareness as well as in the areas of student academic success. Under the MI theory, the more successful student should have had a significantly different typology of metacognitive awareness and activities across all subject areas from that of the unsuccessful student. The typologies were significantly different, but the typologies themselves were not the same across differing subject areas. One appendix lists metacognitive factors and regression equations, and the other contains subject times factor graphs. (Contains 5 graphs and 36 references.) (SLD)

ED 448 191 TM 032 152

Byer, John L.
The Effects of Absences and Academic Self-Concept on Academic Achievement in Two Eleventh-Grade U.S. History Classes.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-

distributional characteristics and relationships among variables. Instructions allowed free-choice allotment of ratings (unforced instructions) or requested the subject to assign a certain number of ratings to either the highest or lowest rating-scale categories (forced instructions). A total of 126 participants using unforced distributions completed a self-report survey of personality characteristics in a utility company. The comparison sample of 346 forced distributions was collected from 5 companies. Samples of equivalent size (n=115) that contained complete data for the scale were selected for comparison. It was hypothesized that there would be effects of instructions on the central tendency and dispersion of the ratings. Although the collapsed means did not differ across instructional sets, the variability in the ratings was higher with forced-choice distributions. Standard deviations and standard errors of the mean were higher for every item answered under the forced conditions. Support for the second hypothesis, that there would be effects of instructions on the shapes of the distributions of the ratings, was found in this study. The shapes of the distributions were quite different across the sets, and apparently neither set of instructions elicited normally distributed data. The hypothesis that there would be an effect of instructions on the internal consistency of the scale was also supported by the results of the study. Five appendixes contain the instructions and frequency histograms and probability plots for some survey items. (Contains 5 tables and 18 references.) (SLD)

ED 448 212 UD 032 928

Connell, Noreen
Getting off the List: School Improvement in New York City.
SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, NY.
PUB DATE- 96
NOTE- 105p.; Appendices 5 and 6 not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Case Studies; Disadvantaged Youth; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Instructional Leadership; Poverty; Principals; *School Effectiveness; School Restructuring; *Urban Schools
IDENTIFIERS- *New York City Board of Education

Many programs advocated by civic organizations, parents, and education officials are bringing about positive results in the quality of instruction and services for students in New York City. This report describes the complex process of school improvement as it actually occurred in 10 schools. Members of the Educational Priorities Panel interviewed principals, teachers, and parents at six elementary schools, two middle schools, and two high schools that had been removed from the state's list of low-performing schools. All of these schools serve a high proportion of poor children, and some serve communities with high numbers of recent immigrants. There was one startlingly common pattern among the schools. The principals and their staff members had given their primary attention to solving the problem of low student achievement, and all other strategies emerged from this central focus. The common pattern included a capable principal and a strong school planning committee that focused on developing new instructional strategies. Based on this evaluation of successful schools, recommendations are made for instructional improvement. Case socioeconomic conditions, and children's well-being strongly relates to family socioeconomic status. (SM)

ED 448 231 UD 033 888

Lips, Carrie
"Edupreneurs": A Survey of For-Profit Education. Policy Analysis, No. 386.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Adult Education; Distance Education; Educational Policy; Educational Technology; Elementary Secondary Education; *Equal Education; Postsecondary Education; Public Education; *School Choice
IDENTIFIERS- *Profit Making Schools

This policy paper examines the products, services, and innovations that a fully competitive marketplace could generate if the government loosened its grip on education, noting that the failure of government-run schools to prepare students for the rigors of the modern economy is a pressing policy problem as well as an opportunity for the private sector. The paper examines for profit education in kindergarten through 12th grade, focusing on technologies, products, and services. It also discusses postsecondary and adult education, emphasizing postsecondary education providers and distance learning. After examining policy implications, the paper presents answers for critics regarding student achievement, parental decisions (school choice), accountability, and markets and equity. It concludes by noting the important ways in which a fully competitive education marketplace would differ from the current system (e.g., "edupreneurs" would provide education services designed to prepare students to participate effectively in the new economy, higher education would become more accessible and affordable to all people, and a consumer-driven system would quickly weed out substandard schools and products). An appendix presents tables of for-profit education providers. (SM)

ED 448 232 UD 033 889

Sexual Minority Students. Technical Assistance Sampler On.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bisexuality; Civil Rights; Consciousness Raising; Diversity (Faculty); Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; *Homophobia; *Homosexuality; Minority Groups; School Policy; *Social Bias; Student Attitudes; *Violence
IDENTIFIERS- *Hate Crime; *Homosexual Rights; National Association of School Psychologists; Psychosocial Factors

This booklet discusses issues facing sexual minority students. An introduction presents the National Association of School Psychologists' (NASP's) position statement on gay, lesbian, and portraits and accessible historical reviews of the three countries by Charles V. Hamilton, Ira Glasser, Wilmot James, Jeffrey Lever, Colin Bundy, Abdias do Nascimento, Elisa Larkin Nascimento, and Nelson do Valle Silva. "In Their Own Voices" is a topically organized reader featuring articles, quotes, and excerpts from speeches by participants in meetings sponsored by the Initiative. These participants include journalists, educators, and policymakers. "Color Collage" contains occasional papers on issues related to racism and inequality. Each volume contains references. A brochure describing the reports is appended. (SLD)

ED 448 252 UD 033 911

Gittleman, Maury; Wolff, Edward N.
Racial Wealth Disparities: Is the Gap Closing? Working Paper No. 311.
PUB DATE- 00
NOTE- 55p.; Versions of the paper presented at the Annual Meeting of the Population Association of America (Los Angeles, CA, March 23-25, 2000) and a conference at the Jerome Levy Economics Institute (Annandale-on-Hudson, NY, June 7-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Blacks; *Educational Attainment; Ethnic Groups; *Income; *Socioeconomic Status
IDENTIFIERS- African Americans; *Wealth

Most studies of the economic progress of African Americans have focused on income or narrower measures, such as learning, to assess the extent to which any gains relative to other ethnic groups can be attributed to factors such as declining racial discrimination, affirmative action policies, changes in industrial composition, or a narrowing of the educational gap between African Americans and the rest of the population. This analysis explores how African Americans have fared in terms of wealth, a less well-known factor. The main source of data is the Panel Study of Income Dynamics (PSID) (1984, 1989, and 1994). During the study period, the ratio of average wealth between African Americans and Whites remained almost constant. The analysis suggests that it will be very difficult for African Americans to make up significant ground relative to Whites with respect to wealth. If the racial income gap were closed, it would take 72 years for the racial wealth gap to close. The implications of these findings for public policy are discussed. An appendix contains information about the PSID data. (Contains 9 tables and 36 references.) (SLD)

ED 448 253 UD 033 912

Karier, Thomas
Welfare College Students: Measuring the Impact of Welfare Reform. Policy Note.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Economic Factors; Higher Education; *Welfare Recipients
IDENTIFIERS- Eastern Washington University; Welfare Reform

A previous report, which evaluated the economic success of welfare recipients who graduated from Eastern Washington on: definitions; North Dakota State Board of Higher Education members; institutional information; highest level of program offerings at North Dakota colleges and universities; North Dakota University System tuition, fee, room, and board schedule; CIP codes and corresponding program areas; and public and private institutions (programs offered by CIP code; one- and two-year student program completions; Bachelor's student program completions; and Master's and Doctoral student program completions). (SM)

ED 447 754 HE 033 597

Schepp, Julie; Padilla, Gina
Fall 2000 Enrollments: North Dakota Institutions of Higher Education.
PUB DATE- 00
NOTE- 62p.; "With assistance from institutional officials."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; *Enrollment Trends; Full Time Equivalency; Full Time Students; Graduate Students; *Higher Education; Marital Status; Part Time Students; Place of Residence; Private Colleges; Public Colleges; Race; Sex; Tables (Data); Transfer Students
IDENTIFIERS- *North Dakota

The tables in this report present data on fall 2000 enrollment in North Dakota institutions of higher education, including: headcount enrollment; full-time enrollments; total student credit hours of part-time students; full-time equivalent enrollments of part-time students; total of full-time and full-time equivalent of part-time students; full-time equivalent enrollments based on total student credit hours by level of students; nonresident headcount: undergraduate enrollments by state using students' reported home addresses; headcount enrollments by tuition residents status; nonresident headcount: graduate and professional enrollments by state using students' reported home address; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; in-state enrollment by county of origin by institution; headcount enrollments by race; headcount enrollments by citizenship, veteran status, sex, marital status, transfer status, and beginning freshmen; total student credit hours by course level; final fall enrollment report: 1991-00; headcount enrollment by age; and private and tribal colleges in North Dakota: headcount enrollments by race/ethnicity and sex. (SM)

ED 447 755 HE 033 598

Lerner, Robert; Nagai, Althea K.
Preferences in North Carolina Higher Education: Racial and Ethnic Preferences in Undergraduate Admissions at Six North Carolina Public Universities.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Asian Americans; Black Students; *College Admission; Higher Education; Hispanic American Students; *Public Colleges; *Racial Differences; *Selective Admission; *State Universities

tuition discounting does appear to have helped institutions increase their numbers of low-income undergraduates; and (5) the increased use of tuition discounting does appear to have made it possible for more students from all income levels to enter higher education. (Contains 42 references.) (EV)

ED 447 776   HE 033 620

Kraak, Andre, Ed.
Changing Modes: New Knowledge Production and Its Implications for Higher Education in South Africa.
PUB DATE- 00
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Environment; Economic Development; *Educational Change; *Educational Trends; Foreign Countries; *Higher Education; Intellectual Disciplines; *Research Universities; Role of Education; *Scholarship; School Business Relationship; Trend Analysis
IDENTIFIERS- South Africa

This book examines the influence of a body of international literature on the development of post-apartheid policies in higher education and training and in science and technology. Know as the "Mode Two" knowledge debate, it refers to the emergence of a new mode of knowledge production which is taking shape outside of existing academic disciplines and, in part, outside of the insularity of the traditional higher education institution. This new approach has its origins in the synergy and cross-fertilization taking place in the interstices between established disciplines, and in the interaction of higher education scientists with other knowledge practitioners from government and business. The book also examines a related phenomenon, the so-called "massification" and democratization of higher education worldwide over the past two decades. The book outlines the debates and controversies which the Mode Two thesis has triggered, chief among these being the questions of whether Mode Two knowledge privileges research at the expense of teaching, and whether Mode Two research will lead to the greater commercialization of knowledge production in South African higher education institutions. (Contains approximately 165 references.) (EV)

ED 447 777   HE 033 621

Gonzalez, Kenneth P.; Marin, Patricia
Inside Doctoral Education in America: Voices of Latinas/os in Pursuit of the Ph.D. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 17-20, 2000). Produced with Mark Figueroa, Jose F. Moreno, Charistine Navia, and Leonor Xochitl Perez.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Programs; Ethnic Discrimination; *Graduate Students; Higher Education; *Hispanic American Students; Minority Groups; Qualitative Research; Racial Discrimination; *Student Attitudes; *Student College Relationship; Student

Preparatory Program for Information Technology. Secondary Curriculum. Building a Foundation for Tomorrow.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 812p.; For related Building a Foundation for Tomorrow documents, see IR 020 437 and IR 020 438.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Curriculum Development; *Information Technology; Instructional Development; Learning Modules; Lesson Plans; Secondary Education; Vocational Education
IDENTIFIERS- Job Corps

This curriculum was developed for Job Corps Centers to introduce the principles of information technology. The goal was to make it flexible but comprehensive, and a variety of teaching strategies related to real-life situations in different types of businesses that students might face in a work environment were incorporated. Each module consists of an introductory section and a set of lesson plans. The introductory section includes learner program outcomes, prerequisites, estimated total class time, outside reading/other resources, module overview, and lesson plan titles. Each lesson plan includes up to 12 sections that prepare the instructor to use the curriculum, including lesson overview, lesson goals, prerequisites, content required, resources, materials and equipment checklists, teaching strategy, HOT (Higher Order Thinking) activities, assessment methods, and instructor evaluation and comments for improvement. The following modules are included: (1) Everything You Always Wanted To Know about Computers But Were Afraid To Ask--Part 1; (2) Developing a Newsletter; (3) In Search of Market Competition or Surf City, U.S.A.; (4) Reach Out and Touch; (5) Creating Budgets, Budgets and More Budgets; (6) Developing Databases; (7) Developing and Distributing an Annual Report; (8) Preparing an Effective Presentation; (9) Taking Another Look; (10) Creating a Logo; (11) Taking It On-Line; (12) Making It with Multimedia; (13) Understanding Computer Basics; (14) Everything You Always Wanted To Know about Computers But Were Afraid To Ask--Part 2; (15) Upgrading Your Computer Equipment--Part 1; (16) Let's Get Together: Getting Your Computer Connected; (17) Customizing Your "Windows"; (18) You Asked for It; You Got It; Now Figure out How To Make It Work!; (19) Designing and Developing New Programs; and (20) Upgrading Your Computer Equipment--Part 2. (MES)

ED 447 797 IR 020 423

Odasz, Frank
Common Ground: A Cross-Cultural Self-Directed Learner's Internet Guide.
PUB DATE- 00
NOTE- 148p.; Distribution of this document as a fund-raising opportunity for non-profits, schools and community projects is specifically encouraged. Written permission is required for any for-profit use of this document.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Includes resources and an index. (AEF)

ED 447 815 IR 057 874

McCook, Kathleen de la Pena
A Place at the Table: Participating in Community Building.
PUB DATE- 00
NOTE- 119p.; Foreword by Sarah Ann Long.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Community Planning; *Librarians; *Library Role; Library Services; Public Libraries; Public Service

While librarians deliver a vital public service within diverse communities, they are often invisible in the community development process initiated by civic planners, activists, and local government officials. This book challenges librarians everywhere to get involved early and often by demanding a place at the community planning and development table. Chapter 1 reviews the many dimensions of community, including issues surrounding enterprise and empowerment zones, suburbs, edge cities, and "fortress America." Chapter 2 discusses the recognition that diversity is a vigorous hope for a new society and identifies the strains on community building created by income disparity and a growing inequity between rich and poor. Tying current library planning initiatives to community visioning initiatives is the focus of Chapter 3, and factors for successful community building are presented in Chapter 4. Chapter 5 provides examples of community building by librarians, cybercommunity building is discussed in Chapter 6, Chapter 7 connects examples of the work librarians do with comprehensive community building initiatives (CCIs), and Chapter 8 focuses on new models of work. The final chapter is a reminder for librarians that by joining past traditions to future opportunities with a sustained dedication to service, librarians will be valued as equal partners in community building enterprises. (AEF)

ED 447 816 IR 057 875

Aikawa, Hiroko; DeSirey, Jan; Gabel, Linda; Hayes, Susan; Nystrom, Kathy; Wilson, Mary Dabney; Thomas, Pat
Guidelines on Subject Access to Individual Works of Fiction, Drama, Etc. Second Edition.
PUB DATE- 00
NOTE- 67p.; Produced by the American Library Association, Subcommittee on the Revision of the Guidelines on Subject Access to Individual Works of Fiction; Subject Analysis Committee; Cataloging and Classification Section; and the Association for Library Collections & Technical Services.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Authority Control (Information); *Cataloging; Fiction; Guidelines; *Library Catalogs; Library of Congress Classification; Library Technical

Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Change Strategies; Employee Attitudes; Higher Education; Information Management; Integrated Library Systems; *Library Administration; *Library Automation; Library Personnel; Library Services; Problems

This paper begins with a discussion of information management as it pertains to the four operations of automated library systems (i.e., acquisitions, cataloging, circulation, and reference). Library staff reactions to library automation change are summarized, including uncertainty, cynicism, and resignation or hope. Common pitfalls that interfere with the change process are then described, including: poor communication between management, staff, and change agents; unanticipated technical problems; fear of the unknown, uncertainty, and task enlargement or reduction; failure of the new system to meet stated management objectives; and management's failure to understand, anticipate, and prepare for resistance. The following strategies for managing change are offered: (1) understand the objectives of the proposed change; (2) identify and communicate the deficiencies of the existing system; (3) demonstrate how the change will improve the quality of the work performed and/or increase staff efficiency; (4) establish and maintain open channels for communication among mangers, consultants, vendors, systems installation personnel, and staff; (5) encourage and use employee participation; and (6) commit the resources of the library to the change, specifically in the areas of recruitment, training, compensation, and ergonomics. (MES)

ED 447 834 IR 057 956

Todd, Ross
Information Literacy in Electronic Environments: Fantasies, Facts, and Futures.
PUB DATE- 00
NOTE- 10p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942. On-line title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Educational Principles; *Electronic Libraries; Higher Education; *Information Literacy; Information Retrieval; *Information Services; *Information Skills; *Instructional Design; Models; *Research Skills; Student Research; World Wide Web
IDENTIFIERS- Electronic Resources

This paper focuses on the concept and practice of information literacy in relation to the virtual information environment. Key challenges for the development of digital information services are identified, and three fundamental components of information literacy (connecting with, interacting with, and utilizing information) and related research findings are summarized. Two tables present models of student research using structures, and description of functions; a general fund section, which examines such items as the budget summary, financial summary by function and class, student and instructional services division, service and health occupations division, and admissions and counseling division; a special revenue fund section, which looks at budget summary and grants; a capital projects fund section; a debt service fund section; an enterprise fund section; a fiduciary fund section; and an appendix section. (VWC)

ED 447 854   JC 010 020

Robertson, Trische, Ed.
The News, Summer 1999-Summer 2000.
PUB DATE- 00
NOTE- 61p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Development; *Newsletters; Publications; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document contains five quarterly issues of The News, published Summer 1999 through Summer 2000 by the Community College League of California. The following items are contained in this document: "Grant Writing Success Depends on Resources, Information and Staff," "College Theaters Perform Balancing Act with Community, Instruction, Budgets," "Quality Improvement Advocates Praise Business-Related Evaluation Tool," "Studies Examine Economic Benefit of Community College Education," "Small Colleges Provide Needed Programs," "Faculty Diversity Goals Continue To Challenge College Leaders," "Bond Elections Mean Ecstasy, Agony for College Districts," "Incumbent Trustees Easily Dominate Election Returns in November Voting," "72nd District Gets Overwhelming Support from Local Voters," "1999 Trustee Election Results Table," "Curriculum Changes Triggered by Changing Student Needs, Social Trends," "How El Camino's Curriculum Has Changed Over the Past 30 Years," "Efforts To Cut Textbook Prices Mount as Prices Continue To Climb," "A Day in the Life of a California Community College," "Of Interest on the Web," "Sky-High Housing Prices Begin To Concern College Leaders: Is Living Near Work an Impossible Dream for Some Staff?" and "Educational Centers Play Critical Role in Bringing Programs, Services to Underserved Portions of Many Districts." Each issue contains "On Campus in the News" and "People in the News" sections. (VWC)

ED 447 855   JC 010 021

Leadership Abstracts, 1999.
PUB DATE- 99
NOTE- 12p.; Issue number 2 was not published in 1999. Published with support from SCT R . Published bimonthly. Initial support from the W. K. Kellogg Foundation. Edited by Mark D. Milliron, Cindy L. Miles, Ann Doty, and Cynthia Wilson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Development; Instructional Innovation; *Instructional Leadership; *Newsletters; Two Year Colleges
IDENTIFIERS- League for Innovation in the Community College

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Resources; *Educational Technology; Program Effectiveness; Quality Control; *Services; Two Year Colleges
IDENTIFIERS- *Monroe Community College NY

The report describes the evaluations of the current practices of Educational Technology Services (ETS) at Monroe Community College (New York) by the Customer Service Team. ETS provides all aspects of technology support to the College. The "customers" of ETS include students, faculty and staff. With the goal of developing a Customer Services Plan, the team set out to determine any weaknesses that affect the level of service that ETS provides and to determine what could be done to eliminate them. An extensive survey had been conducted that evaluated all areas of ETS, including customer service from the perspective of the entire college. The results of the survey were incorporated into the finding of the Help Desk Study Team. This team decided to develop a confidential survey that would evaluate ETS customer service from the perspective of those within the ETS division. The main areas of concerns included communications, the "gray" areas that exist between some of the departments in ETS, and insufficient staffing to keep up with current and future technology initiatives. The recommendations of the Customer Service Team focus on improving communications and coordination within the Educational Technology Services division. Appendices contain the Help Desk Study Team Final Report, ETS Customer Service Department Survey, Technology Plan Customer Service Survey, List of ETS staff surveyed, and Qualitative results of ETS Customer Service Department Survey. (JA)

ED 447 876 JC 010 043

The State of Basic Skills Instruction in California Community Colleges.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; College Curriculum; *Community Colleges; Educational Trends; *Remedial Instruction; School Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The document addresses remedial or developmental programs in postsecondary California education. It also presents the results of the 1998 basic skills survey of the Academic Senate for California Community Colleges' Basic Skills Ad Hoc Committee. Basic Skills courses usually refer to precollegiate basic skills courses. These are courses designed to address the reading, writing, and computational skill deficiencies of students not meeting the skills requisites for the associate degree, transfer, and/or other college-level courses. The survey found among the colleges much variation in practices but many similar problems developing strong basic skills instruction. Some common challenges facing basic skills instructors include classes that are too large, lack of adequate funding, ineffective assessment tools, inadequate research, lack of qualified reading instructors, problems coordinating programs, and insufficient faculty development opportunities. In spite of these challenges, many colleges have developed exemplary programs that stand as models. Based on these successes, a number of recommendations for good practice secondary education for boys in Australia. The manual presents a six-step strategy for enhancing boys' education that obtains support from teachers, ensures constructive input from parents, asks boys about their needs, and keeps girls in the picture. General guidelines and information to be presented in workshop format are included for each of the six steps, which are as follows: (1) identifying the level of concern about boys during staff or parent meetings; (2) presenting information to staff and parents linking health outcomes, boys' school attitudes, and markers such as literacy; (3) benchmarking, to translate concern into realistic targets which can be tracked as schools take steps to improve boys' outcomes; (4) involving the parents, especially fathers, in the process; (5) asking the boys about school attitudes and gathering support for school change through surveys or through use of an accompanying photopak; and (6) asking the girls for their views on school problems, with care in arranging process of feedback to boys. Practical examples from a range of schools are provided. Eight appendices include overhead transparency materials, sample benchmarks, and a statement detailing a boys' education strategy. (KB)

ED 447 897 PS 028 624

McDonnell, Tessa, Ed.
New Hampshire Early Childhood Professional Development System: Guide to Early Childhood Careers.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Credentials; *Early Childhood Education; *Faculty Development; *Occupational Information; *Preschool Teachers; State Programs; *Teacher Qualifications; Teaching (Occupation)
IDENTIFIERS- *New Hampshire

The community of child care providers in New Hampshire has adopted the Early Childhood Professional Development System as an initial step toward assuring quality care and education for children. This guide describes the components of that system and is presented in eight sections. Section 1 of the guide introduces the system based on a set of two career lattices, one for center-based providers and one for home-based providers. Section 2 presents the center-based career lattice, outlining the necessary preservice training and education, inservice training and education, experience, professional activities, and career opportunities of five professional roles: child care assistant, associate teacher, lead teacher, director, and trainer/mentor/faculty. Section 3 presents the necessary preservice training and education, inservice training and education, experience, minimum age, career opportunities, status, professional requirements and benefits for four professional roles: registered, licensed, master, and certified providers. Section 4 describes 12 core knowledge areas common to all roles in early childhood education: (1) foundations; (2) child growth and development; (3) curriculum; (4) health, safety, and nutrition; (5) child observation, record keeping, and assessment; (6) creating environments for young children; (7) child guidance and discipline; (8) cultural diversity; (9) special needs; (10) family and community relationships; (11) professionalism and professional development; and (12) administration and supervision. Section 5 contains job descriptions, recommended salary ranges, and career children's health and nutritional needs. Services provided to children and women include supplementary nutrition, immunizations, preschool education, and nutrition and health education. The program is organized at five levels: central, state, district, block, and village. Various studies indicate that ICDS has a positive impact on beneficiaries and the potential of enhancing child survival. In Nepal, ECE programs are currently managed by international nongovernmental organizations or private individuals. Because of increasing numbers of children entering school prior to the age of 6, the Nepal government plans to establish 10,000 preprimary schools before 2002. Developing a comprehensive ECE program and making ECE accessible to children in rural and disadvantaged situations remain the major challenges in Nepal. Recommendations for policy development in Nepal include allocating funds for ECE in the regular government budget and coordinating activities of related ministries, departments, and organizations to provide integrated services to children on a large scale. (KB)

ED 447 916 PS 029 009

Peters, Sally
Multiple Perspectives on Continuity in Early Learning and the Transition to School.
PUB DATE- 00
NOTE- 28p.; Paper presented at the European Early Childhood Research Association Conference (London, England, United Kingdom, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Developmental Continuity; *Early Childhood Education; Elementary School Teachers; Foreign Countries; Interviews; Observation; Parents; Preschool Teachers; *School Readiness; Student Adjustment; *Transitional Programs; *Young Children
IDENTIFIERS- New Zealand; *Transitional Activities

The way in which children's transition to primary school is managed can set the stage not only for children's school success, but also their response to future transitions. This study examined transition experiences of young children, their families, and their early childhood and primary school teachers, by means of interviews and detailed observations in early childhood centers and new entrant classrooms in New Zealand. Participating were 7 case study children and their families, who were visited a number of times from when the children were 4-year-olds until they turned 8, and an additional 16 children whose parents were interviewed. Seventeen of the 23 children were New Zealand European, with the remaining 6 children of Asian, Polynesian, or Arabic backgrounds. Observations of the new entrant classrooms were conducted, with additional observations focused on the case study children in kindergarten and in their new entrant classrooms. Repeated semi-structured interviews were conducted with parents of case study children at school entry, 2 months later, and 18 months later. Case study children were interviewed at 8 years. Common themes arose in the child and adult interview data regarding issues relating to continuity between settings and what is important for children's early learning. Although discontinuity provided challenge for children upon school entry, the children adapted quickly, with

August 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Child Behavior; Competence; Persistence; Personality; *Preschool Children; Preschool Education; *Preschool Teachers; *Student Characteristics; *Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Student Engagement

Noting that there is little information available about how child and teacher characteristics are related to child engagement behaviors, this study examined the effects of child characteristics on observed engagement in early childhood settings, and the interaction effects of child characteristics and teacher interaction behaviors on observed engagement. Participating in the study were 71 children and 40 lead teachers selected from 40 classrooms at 17 child care centers. Approximately half were female; half were racial or ethnic minorities. All the teachers were female. Of interest for this study were parent ratings of child engagement in two areas (competence and persistence) and personality and competence in three areas (attention, behavior modulation, and verbal/emotional expressiveness). Teachers were rated for their quality of redirective, elaborative, and nonelaborative interactive behaviors and the quality of their affect. Children's engagement level (sophisticated, differentiated, focused attention, unsophisticated, nonengagement) was based on observations during 15-minute observation sessions. The findings of the study suggest that nonelaboratives such as praising or introducing should not be used excessively with attentive and active children. Some engagement levels (sophisticated, differentiated, nonengagement) are susceptible to treatment-by-aptitude effects, others are not (differentiated, unsophisticated). Some teacher interaction behaviors are equally effective (affect) or ineffective (redirectives) regardless of child characteristics. Active and emotionally expressive children are likely to spend time in sophisticated engagement, regardless of teacher interaction. (Contains 12 references.) (KB)

ED 447 936 PS 029 040

Alvino, Frances J.
Art Improves the Quality of Life: A Look at Art in Early Childhood Settings.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Childhood Needs; *Childrens Art; Preschool Curriculum; Preschool Education; Self Esteem; Young Children

Noting that the preschool years provide an optimal time for developing fundamental skills with lifelong implications, this paper examines the role of art in early childhood education, arguing that art improves the quality of life for young children. The paper maintains that art is the basis of early learning and that allowing children to experience art fosters the development of many skills, including eye-hand coordination and good work habits. Further, art fosters creativity and

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Attendance; Change Strategies; *Child Health; Childhood Attitudes; Children; *Family (Sociological Unit); Foreign Countries; Health; *Homeless People; Parent Attitudes; Parents; Public Policy; Social Problems; Social Services; Social Support Groups; Social Workers; Student Adjustment; Well Being
IDENTIFIERS- Scotland

This study investigated the impact of homelessness on the health of parents and the health and education of their children living in East Lothian, Scotland, and was carried out over a 6-month period from December 1999. In-depth interviews were conducted with 19 parents and children who were currently experiencing or who had experienced homelessness. Interviews were also conducted with 22 representatives from relevant statutory and voluntary sector agencies. The findings revealed that homelessness often represented a culmination of several problems, such as financial debt and relationship difficulties. Experience of homeless accommodation varied, with temporary bed and breakfast accommodation especially associated with increased stress and isolation. The longer families spent in temporary accommodation the more negative they became about their homeless experiences. Most parent and professional interviewees recognized that homelessness could profoundly affect children's health and education. Parents highlighted a need for more written information and more frequent contact with housing officials. Professionals often stressed a need for more joint work between agencies; a number suggested that a greater emphasis should be placed in developing preventive and early intervention strategies focusing on the actual needs of families. (Three appendices include guidance for homeless applicants, information on parent, child, and professional informants, and a list of the steering group members.) (KB)

ED 447 955 PS 029 064

The EPA Children's Environmental Health Yearbook.
PUB DATE- 98
NOTE- 224p.; For the yearbook supplement, see PS 029 066.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asthma; At Risk Persons; Cancer; *Child Health; *Children; Chronic Illness; *Environmental Education; Environmental Influences; *Environmental Research; Lead Poisoning; Pesticides; Poisons; Program Descriptions; Research Projects
IDENTIFIERS- *Environmental Health; Environmental Protection Agency; *Health Risk Susceptibility

Through their environments, children are exposed to a wide variety of substances that pose a risk to their health. This yearbook provides information to the public on the activities of the Environmental Protection Agency (EPA) to protect children from environmental hazards, including the latest information on the unique threats of environmental hazards to children and EPA's current efforts to combat those hazards. The yearbook includes sections on asthma and other respiratory effects, childhood cancer, developmental and neurological toxicity, health effects of pesticides, and potential risk from contaminated surface water and ground water. Additional chapters describe improvements in predicting health risks to children, highlight international activities to protect children, identify environmental education programs addressing

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Education; Cultural Maintenance; Culturally Relevant Education; *Curriculum Development; Curriculum Guides; Evaluation Methods; *Experiential Learning; *Gifted Disadvantaged; *Hawaiians; *High School Students; High Schools; Indigenous Populations; Self Esteem; Student Evaluation
IDENTIFIERS- *Cultural Values; Hawaii

The Ma'imiloa (seeker of knowledge) program provides educational enrichment opportunities to gifted underachieving Native Hawaiian high school students. Developed by the University of Hawaii at Hilo and selected high schools, the program was designed to build upon students' talents, develop their self-esteem, and develop an awareness and appreciation of the Hawaiian culture in order to support overall positive achievement at school. Students selected for the program start in their sophomore year. The Ma'imiloa classes fall under varying academic disciplines as determined by the individual schools. The foundation of the curriculum is the values embraced by Hawaiians. The curriculum concepts--identity, social interactions, physical environment, and artifacts--provide focus for the development of these values within specific educational activity settings. These concepts may be developed for performance in a spectrum of informal to formal relationships and situations. The culminating activity of the fall semester is a Makahiki celebration where all school sites gather to recreate a multifaceted Hawaiian community and display their mastery of the curriculum concepts. Evaluation combines informal, performance-based methods relevant to the Hawaiian experience and formal, Western-style methods. Curriculum planning forms and a glossary are included. (TD)

ED 447 973 RC 022 417

Howley, Craig B.; Bickel, Robert
When It Comes to Schooling...Small Works: School Size, Poverty, and Student Achievement.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Consolidated Schools; *Disadvantaged Youth; Educational Research; Elementary Secondary Education; High Risk Students; Minority Group Children; *Poverty; *School Size; *Small Schools; Socioeconomic Influences
IDENTIFIERS- Georgia; Montana; Ohio; Texas

This report summarizes a series of studies on school size, poverty, and student achievement. These studies analyzed 29 sets of test scores from various grades in Georgia, Ohio, Montana, and Texas to examine the relationship between school-level performance on tests, school size, and community poverty level. The studies found that as schools become larger, the negative effects of poverty on student achievement increase. The less affluent the community served, the smaller a school should be to maximize the school's performance. The well-documented correlation between poverty and low achievement is as much as 10 times stronger in larger schools than in smaller ones in all 4 states. These benefits of smaller schools seem to be particularly important at the middle grade level where children are approaching the age when they are most at risk of dropping out of school. While children of all races are as likely to be affected by the relationship between school size,

DESCRIPTORS- Academic Achievement; Dropout Prevention; Educational Strategies; Elementary Secondary Education; High Risk Students; Hispanic American Students; *Immigrants; *Mexican American Education; *Mexican Americans; Preschool Education; *Resilience (Personality); *Social Support Groups; *Youth Programs
IDENTIFIERS- Adult Child Relationship; ERIC Digests

Mexican immigrant youth lag behind other immigrant groups in educational completion and achievement, but many resilient Mexican immigrant youth have overcome tough odds to succeed. This digest examines the research about resiliency and some promising programs for Mexican American youth. Resiliency theory identifies protective factors present in the families, schools, and communities of successful youth that may be missing in the lives of troubled youth. Five key protective factors are supportive relationships with caring adults; student characteristics such as self-esteem, motivation, and acceptance of responsibility; family factors such as parental support and involvement with school; community factors such as youth programs; and school factors such as academic success and prosocial skills training. Various promising programs help Mexican immigrant children increase their resiliency. Program strategies include placing high-risk students in college preparation classes with high-achieving peers; providing support and scholarships in schools with high dropout rates; providing support and parenting education to single mothers and low-income families of preschool children; promoting ethnic pride and community connections for Hispanic dropouts and juvenile offenders; emphasizing psychosocial interventions for Latino youth with disabilities and other risk factors; and focusing on attributes and skills needed for success at school and work. (Contains 18 references.) (SV)

ED 447 991 RC 022 681

Haas, Toni
Balance Due: Increasing Financial Resources for Small Rural Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Advocacy; Community Resources; Educational Equity (Finance); Elementary Secondary Education; *Fund Raising; Grants; Politics of Education; *Rural Schools; School Community Relationship; *School Funds; *Small Schools; *State Aid; State School District Relationship; Volunteers
IDENTIFIERS- ERIC Digests

Small schools offer many advantages and their numbers are increasing, but current funding practices often do not meet their needs. This digest suggests strategies that can help small public schools, particularly small rural schools, redress funding inequalities and get the resources they need. Three basic strategies for improving resources at small rural schools are discussed. First, small schools can increase operating funds by changing the state funding formula (increasing the basic budget). This strategy is most effective but takes the most time and requires changing many minds while working at a distance. Approaches are outlined that involve politics, describes ACA activities during 2000, grouped in five areas: (1) expansion of services and other development of ACA's 24 regional sections and partnerships with other organizations in the United States and abroad; (2) the national conference, publications and training materials, professional development courses, and section training; (3) development of ACA's Web site, online bookstore, electronic newsletter, message boards, and online discussion groups; (4) outreach to parents via camp directories and camp fairs, camp-school connections, and staff recruitment via university job fairs; and (5) camp accreditation visits, legislative monitoring and lobbying, and summer crisis hotline for member camps. The report also lists the ACA national board of directors, sectional leadership, contributors, and contact information for ACA sections. A consolidated financial statement for the year ended June 30, 2000, is included. (SV)

ED 448 009 RC 022 730

Faircloth, Susan; Tippeconnic, John W., III
Issues in the Education of American Indian and Alaska Native Students with Disabilities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indian Education; *Disabilities; Disability Identification; Elementary Secondary Education; Higher Education; Limited English Speaking; Mainstreaming; *Parent Participation; Parent Rights; *Preservice Teacher Education; *Special Education; *Student Placement
IDENTIFIERS- American Indian Students; ERIC Digests

Over 10 percent of American Indian and Alaska Native (AI/AN) students in public schools and more than 18 percent of AI/AN students in Bureau of Indian Affairs and tribal schools are eligible for or placed in special education programs. This digest addresses four selected issues in the education of AI/AN students with disabilities. First, the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) provide for the awarding of personnel preparation grants to colleges and universities; some grants have been awarded specifically for training special educators to work with AI/AN students. Grant recipients include a program on the Navajo Reservation that trains both Indian and non-Indian service providers, programs aimed at AI/AN college students, and grants to tribal colleges. Second, IDEA guarantees parents certain rights concerning their involvement in their child's education. Suggestions are offered for facilitating the involvement of AI/AN parents. Third, IDEA mandates that all students be evaluated using nondiscriminatory evaluations and multiple forms of assessment and using their native language. Suggestions for culturally and linguistically appropriate assessments are offered. Finally, IDEA requires education in the least restrictive environment. The inclusive model of education adopted by Kayenta Unified School District (Arizona) is briefly described. (Contains 13 references.) (SV)

ED 448 010 RC 022 731

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Environmental Education; *Environmental Influences; Middle Schools; Social Studies
IDENTIFIERS- Florida

This brochure introduces Environmental Citizenship in Florida's Middle Schools, which is a school-wide exercise aimed at making middle school students more aware of the natural world around them and their effect on that world. As many school-study areas as possible are used to help students learn how the environment can affect all aspects of their everyday lives. Environmental Citizenship in Florida's Middle Schools is an interdisciplinary look at how students can become environmental citizens of their school or community. Ordinary citizenship is first discussed, followed by a discussion of environmental citizenship. The brochure addresses why environmental citizenship is necessary and how Environmental Citizenship in Florida's Middle Schools works. (ASK)

ED 448 034 SE 064 326

Partners in Science. CD-ROM .
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- arakmbut and Spanish glossaries, a list of acronyms, maps, and drawings.
DESCRIPTORS- *Community Involvement; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Optical Data Disks; *School Business Relationship; *Science Education; Scientific Research

Partners in Science students, aided by community professionals, learn science by designing and conducting their own research. Partners in Science brings the community and schools closer together through a mentorship program. Scientists, in fields ranging from wildlife biology to space physics, are in frequent contact with classes and home-schooled students and guide them through their scientific endeavors. As students research their topics, they assist each other and also serve as mentors to other students on the project at different age levels and different schools across Alaska. Partners in Science focuses on helping students gain proficiency in computer technology. Students use these skills for communicating and researching information on the Internet as well as presenting their own data. This CD-ROM provides detailed information about the project. (ASK)

ED 448 035 SE 064 327

Peck, Sandy; White, Rosalie
Amateur Radio in Space: A Teacher's Guide with Activities in Science, Mathematics, and Technology.
PUB DATE- 98
NOTE- 37p.; Edited by Jane George. Guide produced for grades K-4.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

to evaluate the accuracy of weather folklore; (3) "Terror in Space," which explores the concept of center of mass and experiments with how altering the location of an object's center of mass can affect its motion; (4) "Special Effects: Titanic and Beyond," which investigates how geometry plays a role in perspective; (5) "Deadly Shadow of Vesuvius," which collects data and create maps to observe the relationship between volcanoes, earthquakes, and lithospheric plates; and (6) "Ice Mummies," which investigates the rate of microbial growth at different temperatures, and analyzes and interprets information in order to locate an archaeological site. All activities include a list of the National Science Education Standards addressed. (YDS)

ED 448 059   SE 064 359

Whitman, John D.; Gaffney, Dennis
Secrets of Lost Empires: Family Activity Book.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 00
NOTE- 37p.; Additional funding provided by the David H. Koch Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Hands on Science; *Science Activities; Science Instruction
IDENTIFIERS- Egypt; NOVA (Television Series)

This family activity book features information on the background and filming of five stories. "Pharaoh's Obelisk" questions how ancient Egyptians transported and raised stone obelisks. "Roman Bath" studies how Romans built bathhouses and attempts to build a working Roman bath. "China Bridge" investigates the structure of the China Bridge and recreates the bridge. "Medieval Siege" builds two possible designs of missiles called Warwolfs, which were built for King Edward I of England. "Easter Island" explores the huge stone statues on the island and tries to build one. (YDS)

ED 448 060   SE 064 360

Gowell, Elizabeth Tayntor
Island of the Sharks Activity Guide To Accompany the Large-Format Film.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Education; Ichthyology; Marine Education; Oceanography; *Science Activities; Science Instruction; Volcanoes
IDENTIFIERS- *Oceans; *Sharks

This document targets upper elementary and middle school students and provides activities to understand what the ocean floor looks like, the interactions of ocean communities, and the true nature of sharks. The activities are developed at three levels: beginner, intermediate, and advanced. The twelve activities include: (1) "Ocean Detectives"; (2) "Make a Mountain"; (3) "Ocean Motion"; (4) "Sea Around You"; (5) "Rock Reef Critters";

PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Educational Change; *Educational History; Educational Policy; Educational Practices; Elementary Secondary Education; *Public Schools; *Social Change
IDENTIFIERS- *Educational Issues

Every era of deep social change in U.S. history has produced incessant calls for social improvement through the reform of the public schools. This fastback sketches some common themes and recent discontinuities in the history of school reform. It focuses on three aspects of change during key eras of reform: the sources of education change, the many-sided demands of reformers, and the influence of various reformers on social practices. Embedded in these concerns are fundamental issues of the changing definitions of schooling in society, disputes over who should control and have access to education, and how schools should be organized and what they should teach. The fastback comments on 19th and 20th century efforts at school reform in the United States and considers its politics and process. (Includes a 10-item annotated bibliography and 36 notes.) (BT)

ED 448 084 SO 032 321

Tolentino, Barbara Wang
One Look at Postmodern Religious Education: A Portrait of Ananda School.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Educational Philosophy; Elementary Education; Holistic Approach; *Individual Development; Naturalistic Observation; Postmodernism; Private Schools; *Religious Education; *School Culture; Spirituality
IDENTIFIERS- Descriptive Research; Moral Education; Spiritual Development

This descriptive study examined Ananda School (Nevada City, California) grades K-7, or as it is now called, Living Wisdom School (LWS). The specific goal was to examine the model of spiritual development embodied in the LWS program, its interpersonal dynamics, and its curriculum. The study sought to understand how the school operates within the broader philosophical and spiritual context in which it is situated. The school community consists of 52 students and 5 full-time teachers; the Ananda church members live together in a 75-unit apartment complex located about 4 miles from the school. The study was conducted at intervals over a 1-year period. While "Education for Life" is acknowledged as the central philosophy of the school, the uniqueness of the school hinges on a combination of factors, particularly the character of its teachers. In light of educational theory, Ananda exemplifies Noddings moral education framework based on an ethic of caring, as well as Dewey's philosophy of attending to individual needs and capacities. (Includes a figure ("Ananda rules"), 19 notes, 4 references, and an appendix offering background on Ananda.)

This paper presents data from a collaborative research project with a group of eight older adult women who shared a unique, nontraditional work experience during their late adolescence and young adulthood as members of the All American Girls Professional Baseball League (AAGPBL) between 1943 and 1954. The study was conducted within the traditions of feminist oral history, as described by Reinharz (1992), and of personal narrative or storytelling as described by Heilbrun (1988). The data reveal that this nontraditional experience had a pivotal impact for many of the young women on subsequent life decisions, especially about education and career. Potential implications of these results are explored as related to educational and vocational choices of today's girls and young women. Contains 40 references. (Author/BT)

ED 448 108 SO 032 367

Risner, Gregory P.; Nicholson, Janice I.; Webb, Brenda
Cognitive Levels of Questioning Demonstrated by New Social Studies Textbooks: What the Future Holds for Elementary Students.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 3; Primary Education; *Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy; *Cognitive Level; *Question Types

A major aim of the social studies according to state and local educational goals is to foster students' thinking skills. This study was conducted to determine, according to Bloom's taxonomy, the levels of questioning generated by third-grade social studies textbooks. It examined the extent to which each selected textbook emphasized higher levels of questioning (above knowledge level) and compared the textbooks' frequency ratings of knowledge- and above-knowledge-level questioning. The two series selected for study were: "Communities: Harcourt Brace Social Studies" (2000) and "Communities: Macmillan-McGraw Social Studies" (1997). Lesson plans and accompanying questions for in-class use were obtained for classification. Three raters were trained in question classification using the six major categories of Bloom's taxonomy (1956). Based on the assumption that the Harcourt Brace and Macmillan-McGraw textbooks are representative of all new social studies textbooks, an encouraging trend emerges from the study's analysis. These textbooks offer opportunities for applying and evaluating information in higher order question-and-answer classroom recitation previously omitted in textbook publications. Findings suggest that elementary students exposed to the most recent editions of social studies textbooks will have opportunities, as encouraged by questions included in teachers' editions, to understand, apply, synthesize, and evaluate critically social studies concepts. Contains a table, 2 figures, and 19 references. (BT)

ED 448 109 SO 032 368

Updated History-Social Science Framework. Approved by the State Board of Education, October 11, 2000.

ethical issues; and (4) from an assessment of the effectiveness of the collaboration in light of the goals for critical colleagueship. The researchers established a research model utilizing ethnographic, critical incident, and theoretical methodologies. These approaches were centered on establishing a relationship that connected classroom observation, directed reading, and frequent communication. Together, these components fostered a conversational loop, a focused critical dialogue that expanded participants' understanding of, and interest in, the moral dimensions of classroom practice. (SM)

ED 448 129 SP 039 642

Arnold, Michael L.
Tutor Training for the American Reads Challenge: Omaha Public Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Involvement; Elementary Education; Public Schools; *Reading Skills; *Tutoring; Volunteer Training; Volunteers
IDENTIFIERS- *America Reads Challenge; Omaha Public Schools NE

This report describes the 1999-2000 work of the Omaha Public School Tutoring Program, one recipient of a Mid-continent Research for Education and Learning (McREL) grant to support the Department of Education's America Reads Challenge Initiative. McREL was charged with issuing and monitoring four subcontracts with tutoring partnerships to provide training for federal work-study tutors and community volunteers; delivering abstracts from each subcontracting tutoring partnership; documenting innovative promising and best practices in the four subcontract sites; and communicating regularly regarding project progress and status. At the conclusion of the project (April 1999), the Omaha Program requested an extension. Subsequently, it submitted interim and final reports. The primary goal of the Omaha Public School Tutoring Program was training tutors to offer more skill-focused educational experiences in which students could be meaningfully engaged in improving and maintaining basic reading skills. In 1999-2000, goals included training 120 volunteers and providing services to 200 students. Overall, 221 tutors received training. In addition to formal orientation and on-the-job training, 112 volunteers received additional training and mentoring. Two appendixes, which comprise the bulk of the publication, present information on the revised scope of work and a final report and addendum. (SM)

ED 448 130 SP 039 643

White, Evelyn; Gary, Todd
Changing Teaching Practices by Empowering Teachers with Research Knowledge.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Association of Teacher Educators (Orlando, FL, February 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Literacy; *Diversity (Student); Elementary Secondary Education; Higher Education; Immigration; Language; Multicultural Education; Preservice Teacher Education; Racial Attitudes; Racial Differences; Sexuality; Social Class; *Student Teacher Attitudes; *Student Teachers; *Teacher Educators; Teacher Role

This study assessed the beliefs about and sensitivity toward cultural diversity issues of teacher educators and preservice teachers. A group of 78 predominantly white preservice teachers and 45 predominantly white teacher educators completed the Beliefs About Diversity Scale, which assessed beliefs about race, gender, social class, ability, language/immigration, sexual orientation, and multicultural education. Results indicate that preservice teachers scored at culturally sensitive levels for all subgroup areas except sexual orientation. Teacher educators scored at culturally sensitive levels for all subgroup areas. Both groups were positively sensitive in their overall beliefs about diversity, though with statistically significant differences. Teachers educators scored higher than preservice teachers in all subgroups, but they scored higher with statistical significance in the areas of social class, language/ immigration, and sexual orientation. The diversity issues subgroup with the highest mean sensitivity level for preservice teachers and teacher educators was race. Preservice teachers scored lowest for issues related to sexual orientation. Teacher educators scored lowest for issues related to language/immigration. (Contains 53 references.) (SM)

ED 448 150   SP 039 679

Keiffer-Barone, Susan; Hendricks-Lee, Martha; Soled, Suzanne Wegener
Teacher Education in the 21st Century: Lessons from Intern Attrition in an Urban Professional Development School.
PUB DATE- 99
NOTE- 52p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; College School Cooperation; Diversity (Student); Elementary Secondary Education; Higher Education; Labor Turnover; Mentors; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; School Culture; *Student Attrition; Student Teacher Attitudes; Student Teachers; Teacher Attitudes; *Teacher Persistence; Teaching Conditions; *Urban Schools; Violence
IDENTIFIERS- Teacher Isolation

This study examined intern attrition within one urban secondary Professional Development School (PDS). The secondary school was 80 percent minority. Data were collected over 2 years using participant observation, semi-structured interviews, PDS questionnaires, intern personal journals, and document analysis of resignation letters. Informants included five secondary interns who had resigned. All were white and four were female.

of Squares

This paper analyzes three possible research designs using each of the four types of sums of squares in the Statistical Package for the Social Sciences (SPSS). When the design is balanced (i.e., each cell has the same number of observations), all of the SPSS types of sums of squares yield equivalent results (testable hypotheses and sums of squares) for testing the significance of analysis of variance models. When the design is unbalanced, (i.e., not all cells have the same number of observations), only Type III and Type IV sums of squares agree. In addition, only the hypotheses being tested under Type III and Type IV sums of squares are interpretable. If there are empty cells in the design, none of the types of sums of squares agree. Moreover, only the hypotheses being tested under Type IV sums of squares are interpretable. However, these hypotheses are dependent on the variability and pattern of the missing cells. Thus, any conclusions based on these sums of squares should be made with caution. (Contains 15 tables.) (Author/SLD)

ED 448 171 TM 032 132

Gee, Jerry Brooksher
Assessing Performance Outcomes Using Portfolios with Graduates Enrolled in an Educational Leadership Class.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Knowledge Level; *Portfolio Assessment; Portfolios (Background Materials); *School Community Relationship; *Student Evaluation

The use of a portfolio approach to assessment for graduate students in a school-community relations course was studied. Twenty-eight graduate students constructed portfolios consisting of articles from the media, professional journals, and the Internet. These materials were organized into categories of "understanding the community," "administering the program," "relations with special publics," and "communication tools and strategies." Each graduate was required to have one article ready for distribution, presentation, and discussion each week for a 4-week period during the 15-week class. Results show that a standard, or objective, that required a student to have knowledge of current principles and practices of school-community relations could be demonstrated by the student's ability to cite, describe, and discuss the "current happenings" from portfolio articles. Using this type of portfolio appeared to be a successful way to evaluate student knowledge. (SLD)

ED 448 172 TM 032 133

Stewart, Robert G.
Informatics as a Field of Study in Education: A Needs Assessment and Research Agenda.
PUB DATE- 00
NOTE- 10p.; Presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 14-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; Correlation; *High School Seniors; High Schools; *Self Concept; *Student Motivation; United States History
IDENTIFIERS- Academic Self Concept; Alabama

This study investigated the extent of relationships between the motivation-related independent variables of absences and academic self-concept and the dependent variable of academic achievement. A correlational research design was used to measure the extent of association between the study's variables. Participants were 34 11th graders (17 African Americans and 17 Caucasians; 19 males and 15 females) who were randomly assigned to 2 U.S. history classes that were taught by the same teacher at a public high school in Alabama. The teacher's grade book records provided data for measuring absences and academic achievement. Students' responses to the Academic Self-Description Questionnaire II instrument provided data for measuring academic self-concept. A Pearson r-test revealed a statistically significant (p 0.05) relationship between academic self-concept and academic achievement that had a strength of R square=27%. A multiple correlation test revealed a statistically significant relationship between academic self-concept, absences, and academic achievement that had a strength of R square=33%. There is a need for more research concerning motivation-related variables that may be related to academic achievement. (Contains 25 references.) (Author/SLD)

ED 448 192 TM 032 153

Kennedy, Robert L.; McCallister, Corliss J.
Basic Statistics via the Internet.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *College Students; Distance Education; Electronic Mail; Higher Education; *Internet; Online Systems; *Statistics; *Teaching Methods

This study compared electronic mail, traditional, and combination approaches for teaching graduate introductory statistics classes. The electronic course that was the focus of this study was offered in fall terms of 1995 through 1999. There were 23 participants in the electronic only classes, 69 in the traditional only classes, and 27 in the combination classes, with a majority membership of white females in all classes. Multiple choice pretests and posttests were given. An analysis of covariance (ANCOVA) was run using posttest scores as the response variable and pretest scores as the covariate. Random selection was not possible since participation in any version of the course was optional. Normality and homoscedasticty across all groups were verified. Homogeneity of regression was observed in scatterplots of pretest scores versus posttest scores and their trend lines by treatment and control groups. Therefore, the assumptions required for ANCOVA seemed to be studies of the individual schools are attached, and an appendix contains methodological notes and additional information about the reform process. (Contains 12 tables.) (SLD)

ED 448 213 UD 033 412

Wang, Margaret C.; Walberg, Herbert J.
CEIC Review, 1999.
PUB DATE- 99
NOTE- 48p.; Papers from a conference titled "Education in Cities: What Works and What Doesn't" (Racine, WI, November 9-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Charter Schools; Educational Change; *Educational Practices; Elementary Secondary Education; School Choice; *Urban Education; Urban Schools
IDENTIFIERS- *Reform Efforts

Papers in this issue of the "CEIC Review" were commissioned for a national invitational conference on urban education. The papers provide an overview of research and practical applications of innovative school reforms being implemented across the United States. The many approaches to school reform explored in these papers range along a continuum of parental choice versus best practices. The following papers are included: (1) "Education in Cities: What Works and What Doesn't. Recommendations from a National Invitational Conference" (Margaret C. Wang and Herbert J. Walberg); (2) "School Variation and Systemic Instructional Improvement in Community School District #2, New York City" (Richard F. Elmore and Deanna Burney); (3) "Strategies for Urban Reform: What Works for the Houston Independent School District" (Rod Paige and Susan Sclafani); (4) "The New York State Reform Program: The Incentive Effects of Minimum Competency Exams" (John H. Bishop and Ferran Mane); (5) "Improving Results for Children and Families by Connecting Collaborative Sevices with School Reform Efforts" (Margaret C. Wang); (6) "Trends and Lessons in School-Community Initiatives" (Atelia I. Melaville with Martin J. Blank); (7) "Community for Learning: Connection with Community Services" (JoAnn B. Manning); and (8) "Schools, Community-Based Interventions, and Children's Learning and Development: What's the Connect?" (Katherine K. Merseth, Lisbeth B. Schorr, and Richard F. Elmore). (SLD) (SLD)

ED 448 214 UD 033 735

Henig, Jeffrey R.; Hula, Richard C.; Orr, Marion; Pedescleaux, Desiree S.
The Color of School Reform: Race, Politics, and the Challenge of Urban Education.
PUB DATE- 99
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; High Risk Students; *Political Influences; *Racial Differences; *School Community Relationship; *Urban Schools; Urban Youth
IDENTIFIERS- District of Columbia; Georgia (Atlanta); Maryland (Baltimore); Michigan (Detroit)

This study traced the relationships among demographic change, political change, and education in: Atlanta, Georgia; Baltimore, Maryland; Detroit, Michigan; and the District of Columbia. Although each city is different and has experienced bisexual youth. Section 1 highlights: "Violence, Homophobia, and Prejudice" (e.g., anti-gay harassment in schools documented, violence prevention, and a guide for schools); "School/Psychological Issues, Suicide, and Health" (e.g., the impact of hate crime victimization, young gay males at higher suicide risk, and a bill of rights for lesbian and gay students); "Coming Out" (coming out young, landmark survey shows gay youth coming out earlier than ever, and coming out can reduce sexual prejudice); and "Sexual Minority Teachers and Staff" (extra help for homosexual teachers, lesbian teacher can proceed with harassment suit, and tips to help teachers come out). Section 2 examines interventions for assisting sexual minority students, including "Working With and Understanding the Needs of Sexual Minority Students" (NASP position statement on homosexual students' needs and improving the school experience); "School Policy and Educational Issues" (tips for administrators and treating all students equally); and "School Programs and Gay-Straight Alliances" (e.g., gay-straight clubs formed by public school students and a student guide to gay-straight alliances). (Contains 69 references.) (SM)

ED 448 233   UD 033 890

Lewis, Sharon; Baker, Nicole D.; Jepson, Jack; Casserly, Mike; Powell, Linda C.; Barrengos, John R.; Johnson, Judith; Eisner, Caroline, Ed.
Great Expectations: Reforming Urban High Schools. An Education Forum with Urban Educators and Leaders.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Change Strategies; Diversity (Student); *Educational Change; High Schools; Leadership Training; Poverty; Public Opinion; Teaching Conditions; *Urban Schools
IDENTIFIERS- *Reform Efforts

This report presents findings from a forum held in 2000 with urban educators representing 15 districts nationwide. The forum, which was facilitated by educational researchers from Columbia University's Teachers College, shared best practices for reforming high poverty urban high schools and reviewed the Department of Education's "Transforming Title I High Schools: Enacting Comprehensive, Standards-Based Reform in Challenging Settings." Ten important results from the discussion included: educational reform does not occur in a vacuum; standards-based reform is complicated in urban high schools by having to meet the many nonacademic needs of diverse students; continuous leadership development is critical to improving urban high schools; practitioners bring diverse experiences to the work of urban high school reform; practitioners must maintain a high level of commitment; a clear vision with high standards is critical; and public attitudes about investing in low-income urban students must be addressed. A list of 21 critical components for successful urban high schools is included (e.g., create an environment for school staff to learn from one another, recognize and address diverse students' needs, recognize and reward exemplary teachers, encourage and foster teacher renewal, build collaborative relationships with teacher unions, and provide adequate funding). (SM)

ED 448 234   UD 033 891

University (EWU), suggested that a college degree led to successful economic performance for welfare recipients. This study focuses on changes in the numbers of welfare students and their subsequent economic performance after the passage of welfare reform. Subjects were all students at EWU from fall 1994 to fall 1998 who identified Temporary Assistance to Needy Families as a source of income. The introduction of welfare reform in Washington State seems to have created disincentives for attending college and seems to be a major factor in the declining number of welfare students attending EWU. This report makes some basic recommendations to retain college as a feasible means for welfare recipients to achieve economic independence: (1) provide child care and other appropriate services; (2) allow welfare recipients to participate in college programs as a category of work activity; (3) include hours of education, work study, and unpaid internships in the work requirement; and (4) make accommodations to extend support beyond the time limits to welfare recipients who are making progress in a degree program. Higher education remains the best strategy for achieving economic independence. (SLD)

ED 448 254   UD 033 913

America's Children in the 21st Century. Putting Ideas to Work: A Progress Report from the Children's Partnership.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Health; Children; *Disadvantaged Youth; Elementary Secondary Education; *Information Technology; Parent Participation

This report describes The Children's Partnership, which investigates what children need most from their communities and how to provide it. The report presents a snapshot of children in America in 1900 and 2000, noting policy milestones that changed America and its families and discussing progress which has benefited most American children but has also bypassed millions of others. Today's challenges include: strengthening the economic well-being of families; reinforcing positive values; ensuring that children have the basics to succeed; strengthening citizen involvement; and dealing with the epidemic of violence. Programs at the Partnership help bring tangible benefits to children and families while creating momentum for solving problems in the future. The Partnership involves national advisors; public, private, and nonprofit collaboration; offices on both the east and west coast; and experienced founders. Partnership goals include: developing safe, high quality online media to benefit families and children; bringing the benefits of information technology to underserved youth; equipping parents as guides and advocates for children in the digital age; providing health insurance for all children; broadening the constituency advocating for healthy children; providing a research base that guides effective new child advocacy strategies; taking creative ideas to leaders for children; and connecting more Americans to this cause. (Contains 66 references.) (SM)

ED 448 255   UD 033 914

Serpa, Fernando A.
The Personal Responsibility and Work Opportunity Reconciliation

IDENTIFIERS- *North Carolina; *Racial Preference

This study examined the extent to which racial and ethnic preferences were used in the admissions policies of six North Carolina public universities ranging from the most to the least selective. Data were collected on applicants, admittees, rejectees, and enrollees regarding racial or ethnic group, SAT scores, and high school grade point averages. Results indicated that all six schools had substantial qualifications gaps between black and white applicants who had been accepted for future enrollment. The odds of admission at five schools indicated a strong degree of preference in admissions given to blacks over whites. Only a moderate qualifications gap existed between Hispanic and white applicants accepted for future enrollment. The odds of admission of Hispanic versus white students differed at the six schools. Asian applicants received no special preference at any of the schools, and the odds of admission favored whites over Asians. Schools routinely rejected many white applicants with higher test scores and grades than black applicants who were admitted. The 6-year graduation rates of white students were higher than those of blacks at all schools. (SM)

ED 447 756 HE 033 599

Chavez, Linda; Lerner, Robert; O'Neill, Dave; Clegg, Roger
Three Views of the River: Three Reviews of "The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions" by William G. Bowen and Derek Bok.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- mic Literacies and Professional Education" (Elizabeth Hoadley-Maidment); and (ii) "Schoolteachers as
DESCRIPTORS- *Affirmative Action; Asian American Students; Black Students; *College Admission; College Applicants; Higher Education; Hispanic American Students; *Selective Admission
IDENTIFIERS- *Racial Preference

This paper presents three reviews of the book, "The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions," by William Bowen and Derek Bok. The book defends affirmative action in college admissions. The first review says that the book presents important data, but it is seriously flawed overall because the authors pursue two very different and conflicting aims in their study. It calls on the authors and the schools studied to make their admissions and other data available to all qualified researchers. The second review examines why despite hundreds of pages of tables and charts, the book provides no good statistical evidence on key causal questions, highlighting why the study is irrelevant for the tough issues of affirmative action and discussing the authors' responses to bias problems and the authors' own biases. The third review agrees with the authors that their sort of data cannot persuade those with fundamental and principled objections to use affirmative action. He says that racial classifications are a bad thing that ought not be institutionalized, and he marvels at the fact that the authors assert that colorblind admissions are unworthy of this country's ideals. (SM)

ED 447 757 HE 033 600

Lerner, Robert; Nagai, Althea K.
Preferences in Maryland Higher Education: Racial and Ethnic

Experience
IDENTIFIERS- *Latinas; *Latinos

Based on the work of Paulo Freire (1970), this study employed dialogical research methods (Padilla, 1993) to reveal overt and hidden aspects of Latina/o doctoral student experiences. Six Latina/o doctoral students, representing various Research I institutions, participated in the study. The design of the study included two phases. The first phase entailed the students constructing autobiographical narratives or poetry that described their doctoral experiences. Phase two involved utilizing the narratives and poetry to stimulate a dialogue among the participants about their experiences in the academy. According to Freire, dialogue is a moment of praxis which enables individuals to achieve critical consciousness of their everyday realities. Findings from the dialogue segment of the study revealed that the critical consciousness achieved by the students involved: (1) the problematic nature of the academy; (2) the forces perpetuating the academy's nature; and (3) an alternative framework for doctoral education. (Contains 30 references.) (Author/EV)

ED 447 778 HE 033 622

Draft Cohort Default Rate Guide for FFEL Program and Direct Loan Program Loans, FY 1999.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Federal Programs; Higher Education; *Loan Default; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This publication is intended to help postsecondary schools understand FY 1999 draft cohort default rate data. It explains how the Department of Education calculates cohort default rates, the effect of cohort default rates, and how to read the cohort default rate loan record detail reports. Also, it reviews electronic reports available from the Department of Education; explains how to submit draft data challenges and participation rate index challenges; and defines the responsibilities of guaranty agencies. Following an introduction, sections of the report cover general information (cohort default rates, effects of cohort default rates, loan record detail reports, electronic loan record detail reports, and student repayment history reports); information on challenges (draft data challenges, participation rate index challenges); and information for guaranty agencies on challenges (general information, information on monthly status reports, draft data challenges, participation rate index challenges). Appended are guarantor/servicer contracts arranged numerically and alphabetically, extract file layout for electronic loan record detail reports and repayment information, message classes for electronic loan record detail reports, and a request for user comments on the guide. (EV)

ED 447 779 HE 033 623

Compilation of SFA Regulations as of 6/1/2000.

DESCRIPTORS- Access to Information; Computer Oriented Programs; Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Information Sources; *Internet; Online Searching; Training; *World Wide Web
IDENTIFIERS- *Electronic Resources; Web Sites

This guide is intended for use as a customizable resource for helping people understand how to use Internet tools and resources. It presents hands-on exercises and resources ranging from general overviews to in-depth exploration. Following an introductory section, this guide presents information in four successive levels of self-empowerment: Level One: Becoming a Self-Directed Learning; Level Two: Self-Publishing Globally; Level Three: Building Learning Communities through Mentoring and Collaboration; and Level Four: Global Citizenship and Enlightened Expectations. Level One includes a list of "mini-tours" of the best Web resources on key topics and a checklist activity on Internet searching basics. Level Two presents information on Web page authoring and describes eight levels of Web-based self-expression. Level Three focuses on building cultural learning communities, and presents information on the 10 top Internet collaborative tools as well as information on online courses and learning pathways. Level Four includes "train the trainer" resources, essential resources and Web tours for lifelong learning, and a list of some of the best general resource sites for home schooling and lifelong learning. (AEF)

ED 447 798 IR 020 424

Moore, Michael G., Ed.; Cozine, Geoffrey T., Ed.
Web-Based Communications, the Internet, and Distance Education. Readings in Distance Education, Number 7.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Technology; *Internet; Nontraditional Education; Online Systems; Teaching Methods; *World Wide Web

This book brings together a selection of articles published in "The American Journal of Distance Education" that are related to Web-based delivery of distance education. Articles include: "Performance and Perceptions of Distance Learners in Cyberspace" (Peter Navarro and Judy Shoemaker); "Distance Education for Dentists: Improving the Quality of Online Instruction" (Heiko Spallek, Peter Berthold, Diarmuid B. Shanley, and Rolf Attstrom); "Deterrents to Participation in Web-Based Continuing Professional Education" (Kathy J. Perdue and Thomas Valentine); "A Distributed Collaborative Science Learning Laboratory on the Internet" (Laura R. Winer, Martine Chomienne, and Jesus Vazquez-Abad); "An Argument for the Application of Copyright Law to Distance Education" (Tomas A. Lipinski); "Factors Influencing Interaction in an Online Course" (Charalambos Vrasidas and Marina Stock McIsaac); "Perceptions and Effects of Image Transmissions during Internet-Based Training" (Robert A. Wisher and Christina K. Curnow); "Methodology for Cost-Benefit Analysis of Web-Based Telelearning: Case Study of the Bell Online Institute" (Tammy Whalen and David Wright); "Being Unreal: Epistemology, Ontology, and Phenomenology in a Virtual Educational World" (Roy Lundin); "Copyright Law, the Internet, and Distance Education" (Anita Colyer); "Online Graduate Degrees: A Review

Processes; Poetry; *Reference Services; Subject Index Terms

Though the payoffs are significant for reference librarians, readers' advisors, and library users, adding and maintaining subject access for works of imagination--fiction, poetry, and drama, for example--can mean a lot of work for the cataloging department. This new and updated edition is designed to help catalogers and others in the library to: apply the suggested headings to individual works of fiction; enrich catalog entries quickly and consistently by following guidelines; and satisfy library patrons and readers by pointing them to targeted works, characters, settings, and topics. Updated Library of Congress subject headings and revisions based on current practice make this the one-stop source for subject headings to classify all types of fiction. The work is divided into four main sections: Form/genre access, Character access, Setting access, and Topical access. Appendices include form subdivisions, a bibliography, and changes made in the form/genre headings. (AEF)

ED 447 817   IR 057 895

Nixon, Carol, Comp.; Burmood, Jennifer, Comp.
Computers in Libraries, 2000: Proceedings (15th, Washington, D.C., March 15-17, 2000).
PUB DATE- 00
NOTE- 296p.; In cooperation with the Special Libraries Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Change; Computer Mediated Communication; *Computer Oriented Programs; Computer System Design; Computer Uses in Education; Conferences; Cooperative Programs; Educational Practices; Educational Research; *Educational Technology; Electronic Publishing; Higher Education; *Information Technology; *Internet; Public Libraries; *World Wide Web
IDENTIFIERS- Digitizing

Topics of the Proceedings of the 15th Annual Computers in Libraries Conference (March 15-17, 2000) include: Linux and open source software in an academic library; a Master Trainer Program; what educators need to know about multimedia and copyright; how super searchers find business information online; managing print costs; new technologies in wide area networks; linking reserve records in the library catalog to scanned documents on the Web server; developing an architecture for user profile management; the library of the future and the world network; teaching how to search on a mutating Web; tracking electronic journals; successful Web page design; analytical encoding of electronic texts; online learning communities; building community using Internet tools; building the Agriculture Network Information Center (AgNIC) Alliance and a distributed system for electronic agricultural information; creating a structure for collaboration and technological innovations for AgNIC; a case study in digitization at the Army Research Laboratory (ARL); learning in the Government environment; principals and media specialists leading change; digital licensing; providing library services for off-campus library users; resources of the "invisible Web"; essential topics to cover in a 50-minute Web instruction session; MEDLINEPlus; digitizing the "Chicago Tribune"; an intranet hub process; the library in today's business environment; integrating library and computer services for users; delivering health information to consumers with MEDLINEPlus; how information technology is transforming library building design;

traditional print-based information and World Wide Web-based information. Each table describes characteristics of the information environment and student responsibilities for six dimensions, i.e., starting point of search, document scope, document quality, information relevance, indicators of information quality, and information management. Implications for information literacy instruction related to the following learning principles are summarized: (1) learning is about making and maintaining connections; (2) learning is an active search for meaning; (3) learning is developmental--a cumulative process involving the whole person; (4) learning is both individual and social; (5) learning is strongly affected by the educational climate; (6) learning requires feedback, practice, and use; (7) much learning takes place informally and incidentally; (8) learning is grounded in particular contexts and individual experiences; (9) learning involves the ability of individuals to monitor their own learning; and (10) learning is enhanced by taking place in the contexts of compelling situations. (Contains 22 references.) (MES)

ED 447 835   IR 057 957

Wilcocks, Julie; Walker, Clare
Developing IT Literacy Levels among Library Staff in a Networked Environment at the University of the Witwatersrand (WITS), Johannesburg, South Africa.
PUB DATE- 00
NOTE- 7p.; In: Virtual Libraries: Virtual Communities. Abstracts, Fulltext Documents and PowerPoint Presentations of Papers and Demos Given at the International Association of Technological University Libraries (IATUL) Conference (Brisbane, Queensland, Australia, July 3-7, 2000); see IR 057 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Foreign Countries; Higher Education; Information Networks; *Information Technology; *Library Automation; *Staff Development; *Technological Literacy; *Training
IDENTIFIERS- University of the Witwatersrand (South Africa)

This paper discusses the development of information technology (IT) literacy among library staff at the University of the Witwatersrand (South Africa). The first section describes the networked environment in South Africa. The second section summarizes the IT background of library staff and perceptions of IT literacy among staff. The third section addresses IT training, including prerequisites for successful automation training and motivating staff. The fourth section covers IT literacy, including where knowledge is needed, areas of IT literacy required in the library, and gaps perceived in library IT literacy. The fifth section describes facilities for raising IT literacy levels, including external training (workshops, symposia, and conferences), the university's Computer Network Services department, the library's Education & Training department, the library's Computer Services department, and the ASK-US in-house listserv. The sixth section outlines specific approaches to improving IT literacy levels. The conclusion summarizes several points and strategies related to IT literacy and training. (MES)

ED 447 836   JC 000 222

This document contains five Leadership Abstracts publications published February-December 1999. The article, "Teaching the Teachers: Meeting the National Teacher Preparation Challenge," authored by George R. Boggs and Sadie Bragg, examines the community college role and makes recommendations and a call to action for teacher education. "Chaos Works," written by Charles J. Carlsen and Dan Radakovich, looks at the ordered progression to chaos, implementing chaos at Johnson County Community College (KS), and tangible results of chaos. The article, "Keeping Our Word: The Guaranteed Annual Schedule," authored by Bill Law, explores basic elements, the guaranteed annual schedule, tangible benefits of the guaranteed annual schedule, additional benefits, and costs and efficiencies of careful planning and keeping one's word. "Preserve and Transform: Integrating Technology into Academic Life," was written by Steven W. Gilbert and discusses embracing change and integrating technology, supporting the faculty, a roundtable and a center for collaborative change, new costs, plans, and value, and challenges and next steps. The article "Instructional Realignment by Consensus: The Community College of Denver Experience," authored by Barbara Bollmann, gives background, defines issues, and discusses taking next steps, creating beneficial outcomes, changing roles and responsibilities, and moving from now to beyond for instructional restructuring. (VWC)

ED 447 856   JC 010 022

Curtis, John H.
Developmental Reading Placement and Course Outcomes, 1990-91 through 1999-2000.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College English; Community Colleges; *Developmental Studies Programs; Educational Change; *Reading Comprehension; *Student Placement; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

During the 1997-98 academic year, members of the Germanna Community College (Virginia) English faculty observed that students were having difficulty with reading comprehension in the content areas. Faculty conducted an informal survey of Virginia Community College System colleagues, and learned that the placement test cutoff scores used at Germanna for placement into developmental reading were significantly lower than at other colleges. On the basis of this information, cutoff scores for placement into developmental ENG 04 "Reading Improvement I" were raised beginning 1998-99, and a new placement level for "co-curricular" enrollment in ENG 06 "Reading in the Content Areas" was instituted. As a result, cutoff scores for "unrestricted" course placement were raised substantially. As a result of these changes, the overall proportion of students recommended for developmental English increased during 1998-99 and 1999-2000 from 12-15% to 25-30%. Enrollment in developmental reading courses for the last two academic years increased correspondingly from only 37 students in 1997-98 to 158 students during 1999-2000. The report concludes that the changes in reading placement appear to correspond to different levels of performance in college-level courses. Enrollment in ENG 06 appears to raise the average grades earned by students recommended for that course, while enrollment in ENG 04 does have been made for local senates to consider as they recommend policy for student success, planning and budgeting, curriculum, and other academic and professional matters. Appendix contains basic skills survey results. (Contains 12 references.) (JA)

ED 447 877   JC 010 044

Baldwin, Anne
Direct Entry Enrollments of Miami-Dade County High School Graduates Fall and Spring (Winter) Terms 1995-1996 through 1999-2000.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Enrollment; *Enrollment Trends; *High School Graduates; High Schools; Minority Groups; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL; *Miami Dade County Public Schools FL

This report covers direct entry enrollments of Miami-Dade County high school students for Fall and Spring (Winter) terms of 1995-96 through 1999-2000. Research finds that in 1999-2000, 4,688 high school graduates enrolled at Miami-Dade Community College (M-DCC), 36.6% of the graduating class. An increase was seen from 1996-1997. Ethnic draws from high schools were 22.9% of White, 25.7% of Black, and 47.3% of Hispanic graduates. White and Hispanic draws have increased during these five years. Kendall Campus enrolled 16.4% (2,103) of graduates, North Campus enrolled 10.6% (1,354) of graduates, Wolfson Campus enrolled 7% (897) of graduates, Homestead drew 1.6% (201) of graduates, and InterAmerican Campus brought in 0.9% (114) of graduates. Enrollments from 50 private, special, and magnet schools totaled 841. College-wide, over the five years between 1995 and 2000, high school graduations dropped by 7.3% from 13,831 to 12,822. However, the draw of graduates to the college decreased by less, only 4.5% from 4,907 to 4,688. (JA)

ED 447 878   JC 010 045

Howard County Public High School Graduates at Maryland Campuses.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Enrollment Trends; *High School Graduates; High Schools; State Colleges; State Universities; Two Year Colleges
IDENTIFIERS- *Howard Community College MD; *Howard County Public Schools MD; Maryland

This report presents results on the number of Maryland high school graduates who attend Howard Community College (HCC). The number of recent public high school graduates showing up at HCC increased from 384 (spring 1992 graduates) to 443 (spring 1997 graduates). HCC's share of the students who attend college in Maryland has ranged from 36-42% with no clear trend for the county. The number of graduates attending Maryland campuses full-time has increased from 229 (1994 graduates) to 313 (1997 graduates). HCC's share of these full-time students has ranged opportunities in early care and education. Section 6 includes resources for training, education, and financial assistance. Section 7 contains a glossary of terms. Section 8 concludes the guide with an application for credential within the Early Childhood Professional Development System. (KB)

ED 447 898 PS 028 856

Performance Indicators (for Kindergartens). (First Edition).
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Educational Environment; *Educational Quality; *Evaluation Criteria; Foreign Countries; *Kindergarten; Kindergarten Children; *National Standards; Parent School Relationship; Preschool Curriculum; Primary Education; Program Administration; Program Evaluation; Quality Control; School Community Relationship; Self Evaluation (Groups); Teacher Student Relationship
IDENTIFIERS- *Hong Kong; *Performance Indicators

As part of the 1999 comprehensive review of the education system in Hong Kong, the Education Department introduced a quality assurance framework in local kindergartens. The framework comprises two components: self-evaluation and external monitoring. This guide presents performance indicators for use as evaluation criteria with reference to the early childhood education objectives suggested by the Department's Education Commission, recommendations outlined in the Guide to the Pre-Primary Curriculum, professional experience, and research findings. Including the introduction, this document is presented in six parts. Part 2 details the framework for the performance indicators. Performance indicators are presented in four major domains or areas: (1) management and organization (planning and administration, leadership, staff management, utilization of resources, self-evaluation); (2) teaching and learning (curriculum design, teaching and caring for children, children's learning, assessment of learning experiences); (3) support to children and school ethos (caring and supporting services, links with parents and external bodies, school climate); and (4) children's development (intellectual, language, physical, personal and psychological, moral and social, aesthetic and cultural, basic knowledge). Parts 3 through 6 delineate the following for each domain area: aspect covered, what to look for, and information source. The guide concludes with a list of "Dos and Don'ts" for Kindergartens in Hong Kong. (KB)

ED 447 899 PS 028 942

Burn, Elizabeth
Listening to Students: Studying for a Part-Time Degree in Early Childhood Studies.
PUB DATE- 00
NOTE- 15p.; Paper presented at the European Conference on Quality in Early Childhood Education (EECERA) (10th, London, England, August 29-September 1, 2000). Presented in conjunction with the video presentation, "Talking to Students," edited by Penny Holland.

long-term impact relating to their relationships with family and friends. Teachers varied in their views on continuity in early learning. Many parents valued greater structure in early childhood centers as providing some continuity between the two settings. (Contains 45 references.) (KB)

ED 447 917 PS 029 010

The State of the World's Children, 2000.
PUB DATE- 00
NOTE- 126p.; For 1999 report, see ED 426 811. Foreword by Kofi A. Annan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Acquired Immune Deficiency Syndrome; Childhood Needs; *Children; *Childrens Rights; Developed Nations; Developing Nations; *Educational Development; Elementary Secondary Education; Foreign Countries; *Poverty; Preschool Education; Program Descriptions; Sex Discrimination; Statistical Surveys; Tables (Data); *Violence; War; *Well Being; World Problems
IDENTIFIERS- Indicators; UNICEF; United Nations Convention on Rights of the Child

Profiling the lives of children around the world at the end of the 20th century, this report calls on the international community to undertake the urgent actions necessary to realize the rights of every child. Part 1 of the report summarizes the progress made over the last decade in meeting the goals established at the 1990 World Summit for Children and in keeping faith with the ideals of the Convention on the Rights of the Child. This section also discusses four obstacles to full human development: HIV/AIDS, armed conflict and violence, increasing poverty, and gender discrimination. The section argues that intergenerational patterns of poverty, violence, disease, and discrimination can be broken in a single generation through early childhood care, quality education, and participation of adolescents in ensuring children's rights. The section invites leaders to a broad-based international alliance committed to realizing the rights of women and children. Part 2 of the report contains six maps illustrating child and adolescent populations, life expectancy, learning and education, children and adolescents at special risk, rich world and poor world, and unstable environments. Part 3 provides statistical profiles for 193 countries based on basic indicators of well-being such as infant mortality rate, health and nutritional status, educational levels, economic indicators, the status of women, and the rate of progress on major indicators since 1960. Six "Panels" present regional information on child care programming, income inequities, children's health and well-being amidst war, AIDS prevention, children's peace movements, and child-friendly schools. (Contains 50 reference notes.) (KB)

ED 447 918 PS 029 012

Seng, Seok-Hoon
Teaching Children Comparative Behaviour Using Mediational Techniques.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

allows children to make sense of their world. Children delight in the process of creating art; early childhood art must be focused on that process rather than on the product. In addition, art can be used as a tool to foster young children's self-esteem and to give children the freedom to express themselves. Art enhances socialization in several ways, including encouraging sharing with others and permitting children to take risks. The paper argues that art activities provide children with an opportunity to experience success and that teachers have an obligation to encourage children and offer approval of their art work. The paper suggests that having a portfolio for each child's work is important for early childhood programs. Other suggestions include the avoidance of teacher models for children's work, and the mixture of highly creative and highly recognizable art experiences. Finally, the paper presents the findings of a survey of early childhood teachers regarding their opinion about young children's art. (Contains 13 references.) (KB)

ED 447 937 PS 029 041

Meyers, Marcia K.; Lee, Judy M.
Working but Poor: How Are Families Faring? Revised.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 00
NOTE- 32p.; Data for this study were collected as part of the New York Social Indicators Study, Irwin Garfinkel and Marcia K. Meyers, Principal Investigators.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Employed Parents; Employment; *Family Characteristics; *Family Financial Resources; *Family Income; *Family (Sociological Unit); Health Insurance; Housing; Hunger; Low Income Groups; *Poverty; Public Policy; Quality of Life; Social Indicators; Welfare Recipients; *Well Being
IDENTIFIERS- Indicators; Welfare Reform; *Working Poor

This study used data from a cross sectional sample of families with children in New York City to describe the characteristics and well-being of working poor families and to compare them to nonworking poor and nonpoor families. Data were obtained through 20- to 30-minute telephone surveys conducted in 1997 as part of the New York Social Indicators Survey with a random sample of 2,224 households in New York City and the surrounding Standard Metropolitan Statistical Area. The findings indicated that while working poor families were doing somewhat better than nonworking poor families, they continued to experience substantial levels of material hardship. Working poor families were also much less likely than nonworking poor families to receive food, housing, or health insurance assistance from the government. As welfare reform transforms the "welfare poor" into the "working poor," families may find themselves only marginally better off in terms of financial security and material well-being. Based on findings, it was concluded that policies to raise the floor under earnings and to increase the availability of other assistance could provide critical support for families who go to work but do not earn enough to escape poverty. (Contains 30 references.) (KB)

ED 447 938 PS 029 042

Walker, Barbara M.
Seen from Their Perspective: The Disposable Camera as a Tool for Research into Adolescent Boys' Construction of Gender Identity.

issues of children's health, and describe EPA's expansion of individuals' and families' right to know about environment hazards. Descriptions of EPA projects include contacts for more information. The yearbook's final section directs readers to additional EPA resources for more information. (Most chapters contain references.) (KB)

ED 447 956 PS 029 065

Child Health Champion Resource Guide.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; *Child Health; *Children; Community Organizations; Community Programs; *Educational Resources; *Environmental Education; Environmental Influences; Program Descriptions
IDENTIFIERS- *Environmental Health; Environmental Protection Agency

This resource guide was developed as part of the U.S. Environmental Protection Agency's Child Health Champion Campaign, a program designed to empower local citizens and communities to take steps toward protecting their children from environmental health threats. The guide includes descriptions of 241 resources that may be of interest to communities participating in the Child Health Champion Campaign. The resources are organized by the following categories and subcategories: (1) air (air quality and ozone/UV radiation); (2) contaminants (lead, pesticides, and general toxins); (3) environmental education and community organization; (4) food; (5) health end points (asthma, birth defects, cancer, and general); (6) indoor environment (homes, schools, other buildings, indoor air quality, radon, tobacco smoke, and general); (7) water; and (8) other resources. Information for each resource includes the developer/publisher, date developed, contact information, Web site, cost, type/purpose, target audience, content, and a descriptive abstract. (KB)

ED 447 957 PS 029 066

The EPA Children's Environmental Health Yearbook Supplement.
PUB DATE- 00
NOTE- 220p.; For the health yearbook, see PS 029 064.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Children; *Environmental Education; Environmental Influences; *Environmental Research; Program Descriptions; Research Projects
IDENTIFIERS- Environmental Health; *Environmental Protection Agency

Through their environments, children are exposed to a wide variety of substances that provide a risk to children's health. This report provides information to the public on the work of the Environmental Protection Agency (EPA) related to children's health protection, summarizing initiatives undertaken since the publication of "The EPA Children's Environmental Health Yearbook" in 1998 and updating some ongoing projects. Recent national accomplishments of the EPA are described, including the Centers of Excellence in Children's Environmental Health poverty, and achievement, minority children are often enrolled in schools that are too big to achieve top performance given the poverty levels in their communities. Nine tables and graphs present findings from the studies. Three Web sites on small schools are listed. (TD)

ED 447 974   RC 022 418

Harmon, Hobart L.
Linking School-to-Work Transition and Rural Development Strategies.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Kentucky School-to-Work Sustainability Institute (Louisville, KY, February 22-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Economic Development; *Education Work Relationship; Futures (of Society); *Partnerships in Education; Poverty; *Program Development; Public Policy; Role of Education; *Rural Development; *Rural Education; School Community Relationship; Secondary Education
IDENTIFIERS- *School to Work Opportunities Act 1994

The School-to-Work Opportunities Act of 1994 established a national framework to guide the development of statewide school-to-work (STW) opportunities systems in each state. Governors apply to the National School-to-Work Office for 5-year federal implementation grants. Early research on implementation of STW in rural areas suggests that policymakers should be wary of prescriptive formulas and formats, as they are often based on the deficit model approach and are likely to provoke local opposition. Each community is unique. Local partnerships in high-poverty urban and rural areas may also apply for federal implementation grants. These local partnerships create the opportunity to link STW to rural development strategies in particular rural areas. However, little information on such linkages exists. Strategies for linking STW and economic development include coordinating services with economic development organizations, encouraging the formation of groups of businesses with common training needs, targeting high-growth industries, developing skills standards to better match what students are taught and what the workplace demands, and broadening economic opportunity by working with others. A focus on building comprehensive community-wide systems that incorporate education, economic development, and employment and training expands possibilities for linking STW and rural development strategies. (TD)

ED 447 975   RC 022 422

Johns, Susan; Kilpatrick, Sue; Falk, Ian; Mulford, Bill
School Contribution to Rural Communities: Leadership Issues. CRLRA Discussion Paper Series.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Community Involvement; *Community Leaders; Elementary Secondary Education; Foreign Countries; *Leadership Qualities; *Participative Decision Making; Rural Development; *Rural Schools; *School Community Relationship; Social Networks

advocacy, lobbying, publicity, making alliances, changing public opinion, and litigation. Second, small school administrators can look for ways to use existing resources more effectively. Volunteers can provide paraprofessional and other services, and community resources can be used to create a curriculum that uses the community as its focus. Third, small schools can seek new resources. This strategy is most effective at the local level and with benefactors familiar with the school. Some drawbacks of federal and state grants are discussed. (Contains 12 references.) (SV)

ED 447 992   RC 022 683

Johns, Susan; Kilpatrick, Sue; Falk, Ian; Mulford, Bill
Leadership from Within: Rural Community Revitalisation and the School-Community Partnership.
SPONS. AGENCY- Rural Industries Research and Development Corporation, Barton (Australia).
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Development; Community Involvement; Cooperative Education; *Education Work Relationship; Field Experience Programs; Foreign Countries; High Schools; Leadership Qualities; Rural Development; *Rural Schools; *School Community Relationship; *Social Networks; Student Volunteers; Youth Programs
IDENTIFIERS- Australia (Western Australia); Intergenerational Relationship; *Social Capital

A case study of a rural community in Western Australia examined factors responsible for the progress made in breaking down barriers between youth and adults and building community cohesiveness. Community documents and interviews with school personnel, students, and community members revealed that the high school worked with the community to build a number of school-community linkages, including involving the community in school decision making, introducing a work studies program into the senior curriculum, and introducing the state emergency services "cadet scheme" into the school. Although these efforts were funded initially by government grants, their success depended on key people in the school and community who capitalized on these opportunities through a leadership process based on the development and maintenance of relationships. Leaders within the school built relationships with community members and enabled these people to become leaders within their own community. As the relationships developed, mutual trust was built. As trust increased, community support for and sense of ownership of the school increased, contributing to the sustainability of the school-community linkage. Outcomes included increased self-esteem of youth; increased skills and knowledge among youth relevant to their community, resulting in greater numbers of youth taking up local employment and volunteer activities; increased leadership skills among local business operators; new sources of learning for the school within the community; and increased student retention rates. (Contains 16 references.) (TD)

ED 447 993   RC 022 698

MacGregor-Mendoza, Patricia
Spanish and Academic Achievement among Midwest Mexican Youth: The Myth of the Barrier. Latino Communities: Emerging Voices:

Martinez, Yolanda G.; Velazquez, Jose A.
Involving Migrant Families in Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Disadvantaged; Elementary Secondary Education; Family Involvement; *Migrant Education; Migrant Workers; Parent Background; *Parent Participation; Parent School Relationship; *Parent Student Relationship
IDENTIFIERS- ERIC Digests

This digest describes parent involvement in their children's education from the perspective of migrant parents and educators and offers strategies to enhance the experience of schooling for migrant students and their families. Teachers often perceive parent involvement as preparing children for school, attending school events, and fulfilling teacher requests. The life circumstances of migrant parents preclude such activities. In addition, teachers and parents may define education differently; teachers define education as academically oriented instruction, while migrant parents perceive education in terms of forming the child's character through appropriate child rearing practices. Despite barriers to migrant parent participation, most migrant parents want their children to succeed in school. Family intervention programs should recognize that parents may contribute to the education process through either environmental resources or emotional and motivational resources. While migrant parents often lack environmental resources (economic resources, education, familiarity with education systems), they can provide a wealth of emotional resources to their children. Mexican American parents with low education levels often use cultural narratives ("consejos") to motivate their children. Sixteen strategies to engage migrant families in the schooling experience are listed. (Contains 10 references.) (SV)

ED 448 011 RC 022 732

Berman, Dene S.; Davis-Berman, Jennifer
Therapeutic Uses of Outdoor Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adventure Education; *Camping; College Programs; *Emotional Development; Experiential Learning; Higher Education; *Individual Development; *Outdoor Education; *Therapeutic Recreation; *Therapy; Youth Programs
IDENTIFIERS- *Adventure Therapy; ERIC Digests

This digest examines the positive effects on emotional well-being of several types of outdoor education programs. Although many outdoor education and experiential programs enhance emotional growth, such "therapeutic" outcomes may be considered incidental to program goals. In contrast, programs aimed

DESCRIPTORS- Electronics; Elementary Secondary Education; *Experiential Learning; Mathematics Education; Physics; *Radio; Science Activities; Science Education; *Space Sciences; Technology Education

This educator's guide contains background information on the Space Amateur Radio EXperiment (SAREX) designed to facilitate communication between astronauts in orbit and students on the ground. Through SAREX, astronauts make scheduled and unscheduled amateur radio contacts from the Shuttle orbiter with schools selected through a proposal process from around the world. These contacts energize students and families about science, technology, and learning. Four hands-on activities in this guide explore concepts related to amateur radio in the areas of science, mathematics, and technology. Information on how to get involved with the SAREX program is also included. (ASK)

ED 448 036 SE 064 328

Casaburri, Angelo A.; Gardner, Cathy A.
Space Food and Nutrition: An Educator's Guide with Activities in Science and Mathematics.
PUB DATE- 99
NOTE- 60p.; Edited by Jane A. George. Guide produced for grades K-8.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning; *Food; Science Activities; *Space Sciences

From John Glenn's mission to orbit Earth to the International Space Station program, space food research has met the challenge of providing food that tastes good and travels well in space. Early food dehydration was achieved by cutting meat, fish, and certain fruits into thin strips and drying them in sunlight. Rubbing food with salt or soaking it in salt water, an early form of curing food, also helped preserve it. Later techniques were developed for cooking, processing, preserving, and storing food in sealed containers. With the developments of pasteurization and canning, a much larger variety of foods could be stored and carried on long journeys. More recently, refrigeration and quick-freezing have been used to help preserve food flavor and nutrients and prevent spoilage. While these forms of packaged food products are fine for travel on Earth, they are not always suitable for use on space flights. There are limitations to weight and volume when traveling, and the microgravity conditions experienced in space also affect the food packaging. This guide provides in-depth information about preserving and packaging food for space. Also included are three activities for grades K-4 and five activities for grades 5-8. (ASK)

ED 448 037 SE 064 329

Vogt, Gregory L.
Suited for Spacewalking: A Teacher's Guide with Activities for Technology Education, Mathematics, and Science.
PUB DATE- 98
NOTE- 102p.; Edited by Jane A. George. Also produced by NASA Johnson Space Center, Education working Group. Guide produced for grades 5-12.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

(6) "Ahoy! It's an Island"; (7) "Take a Dive"; (8) "Shark Parts"; (9) "A Dentist's Dream"; (10) "Smelly? Not!"; (11) "Fishing for Dinner"; and (12) "Shark Folklore." Career information and resources are also included. (YDS)

ED 448 061 SE 064 361

Hade, Meredith
ZOOMsci Activity Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Gravity (Physics); *Hands on Science; *Interdisciplinary Approach; Physics; *Science Activities; Science Instruction
IDENTIFIERS- Air Pressure; Carbon Dioxide; Zoom

This activity guide is based on the Public Broadcasting System's (PBS) program "ZOOM." It is designed for educators with activities that are categorized into three themes: (1) Things That Go, which includes "Air" which explores air pressure, "Rubber Bands" which discovers the potential energy of rubber bands, "Baking Soda and Vinegar" which demonstrates the chemical reaction power of carbon dioxide, and "Gravity" which creates a salt pendulum; (2) Things That Grow, featuring "Compost" which makes compost using table scraps, "Biodome" which creates a biodome and observes a miniature ecosystem, "Germinator" which grows plants by germinating seeds, and "Count and Observe" which gathers and analyzes data; and (3) Things You Build, which contains "Height" which builds a mobile to explore the impact of balance, "Protection" which makes a parachute to observe the relationship between surface area and speed, and "Strength" which builds a tower from drinking straws. (YDS)

ED 448 062 SE 064 362

Sammons, James; Sammons, Fran Lyons; Curtis, Paul
Building Big with David Macaulay. Activity Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Hands on Science; *Inquiry; Intermediate Grades; Junior High Schools; Mechanics (Physics); *Physical Sciences; Physics; *Science Activities; Science Instruction
IDENTIFIERS- Bridges (Structures)

This activity guide is designed for educators and features suggestions for possible activity paths for different amounts of available time and survival tips for activity leaders. Each activity is divided into two sections--educator ideas and activity handouts. Activity sections include: (1) Foundations; (2) Bridges; (3) Domes; (4) Skyscrapers; (5) Dams; (6) Tunnels; and (7) Building Challenges. (YDS)

ED 448 063 SE 064 364

Panitz, Theodore

(BT)

ED 448 085 SO 032 322

Martin, Barbara N.; Combs, Christine
Administrator, Teacher, and Student Perceptions of Gender Equity Issues in Elementary Settings.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Educational Research; Elementary Education; *Gender Issues; *Rural Education; School Culture; *Sex Fairness; *Student Attitudes; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Descriptive Research

It is crucial that educator training provide future educators with the skills and strategies to ensure gender-fair education for girls and boys from all cultures. To investigate the effect of gender bias on students, the differences between teachers in urban and rural settings must be examined. This descriptive study sought to determine the practices of elementary teachers in rural classroom situations in five South Central Missouri schools regarding gender equity as perceived by administrators, teachers, and students. The study examined interactions between teacher and student, along with participants' perceptions. In each school, two classrooms were used, and through selected random sampling, 173 students in grades 3-8 were surveyed. The principal selected the classrooms that were observed according to instructional expertise of the teacher; each teacher observed was deemed to be a master teacher based upon performance as measured by the state performance based teacher evaluations. Ten teachers and five principals were included in the surveys, observations, and interviews. Findings suggest that teachers gave females more praise while calling on males more often and asking males more higher order thinking skill questions. Thus, male students might receive more negative attention than females. Students' perceptions of which gender received more teacher attention duplicated the gender of the student. Principals overwhelmingly perceived that interactions in their "best teachers" classrooms would almost always be equal, but observations did not support that perception. While the teacher's perceptions paralleled the composition of the class regarding gender, their perceptions did not reflect the actual observed interactions. Contains 5 tables of data and 28 references. (BT)

ED 448 086 SO 032 323

Lewis, Karla
Influences on Garifuna Youth's Education.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Developing Nations; *Educational

PUB DATE- 00
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *History; *Public Schools; *Social Sciences; State Curriculum Guides; *State Standards; *Student Educational Objectives
IDENTIFIERS- *California

This updated framework for the state of California represents an effort to strengthen education in the history-social science curriculum while building on the best practices contained in previous frameworks. The framework outlines 17 distinguishing characteristics, and its goals fall into three broad categories: knowledge and cultural understanding, which incorporates learnings from history and the other humanities, geography, and the social sciences; democratic understanding and civic values, which incorporates an understanding of national identity, constitutional heritage, civic values, and rights and responsibilities; and skills attainment and social participation, which includes basic skills, critical thinking skills, and participation skills that are essential for effective citizenship. For each grade level the framework provides a course description that follows an integrated and sequential development of curriculum goals. The course descriptions include example learning activities and suggested readings. (BT)

ED 448 110 SO 032 369

Cunningham, Paul
Conquest, Conflict, and Commerce: The Colonial Experience in the Congo. Teacher's Resource Book and Student Text . Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
PUB DATE- 00
NOTE- 105p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African History; Area Studies; *Colonialism; Developing Nations; *European History; Foreign Countries; Global Education; Indigenous Populations; *International Relations; *Political Issues; Primary Sources; Role Playing; Secondary Education; Social Studies
IDENTIFIERS- Africa (Central); *Congo Free State

This teacher resource book and student text is part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. The unit draws students into the international debate about how to respond to the imperialism that brutally disfigured the Congo in the late-19th and early-20th centuries. After examining the nature of pre-colonial central African societies, students use primary and secondary readings to develop an understanding of how European power politics contributed to one of the most shocking examples of European colonization in Africa. While the history of the Congo Free State, later the Belgian Congo, is atypical of European imperialism of this era, this unit confronts students with a dramatic story that provides the

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; *Educational Research; Elementary Education; Elementary School Science; Elementary School Teachers; Graduate Study; *Science Education; *Science Teachers; Teacher Attitudes; Teacher Effectiveness; Teacher Empowerment; *Theory Practice Relationship

This paper describes the design, testing, and analyzing of a model to improve science teaching and student learning in the classroom. The model centers on empowering classroom teachers enrolled in a graduate course with knowledge of the research literature in a way that improves their ability to teach science and to bring the world of research and practice closer together. The paper describes how the model was implemented in a doctoral level course, Advanced Science in the Elementary School (EDCI 683). The study involved pre-course interviews with K-12 teachers enrolled in the course, analysis of teachers' research papers, videotapes of presentations they made at the end of the course, post-course surveys, and post-course interviews. The results suggest that once the teachers see a connection between the research world and their classroom, research becomes of value to them, and they introduce changes into their classroom which improve student learning in science. Three appendixes present: information on EDCI 683, titles of research papers, and the post-course survey. (SM)

ED 448 131 SP 039 644

O'Neal, Marcia R.; McLean, James E.; Pankratz, Roger; Craig, James
Evaluation of the Renaissance Project for Improving Teacher Quality.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Higher Education; Mentors; Preservice Teacher Education; Program Evaluation; School Business Relationship; Student Teachers; Student Teaching; Teacher Competencies; *Teacher Effectiveness; Teacher Improvement

This paper describes the evaluation of the Renaissance Project for Improving Teacher Quality. The Renaissance Group is a national consortium of 16 colleges and universities committed to improving teacher education. Ten of these institutions, in collaboration with their schools of arts and sciences and their partner schools, have engaged in the 5-year project to reform their teacher education programs. The project includes a comprehensive evaluation component that responds to the unique character of each program. The study includes performance data from teacher candidates and partner school students; teacher candidate ratings by higher education and partner school faculty; classroom observations within teacher education and partner school classrooms; surveys and interviews with teacher candidates, higher education and partner school faculty, and business partners on project accomplishments; demographic data; document analysis; and site visits. Year 1 accomplishments include developing a system to track candidate performance at admissions, pre-student teaching, exit, and first year;

Interviews were also conducted with eight interns who completed the program, four university faculty, and six school faculty who had worked with these students. Results highlighted several important themes: preparation (course orientation toward theory rather than practice, insufficient training to meet the needs of diverse learners, and an impractical fourth year practicum); support (the need for a climate of support and the lack of consistent mentoring); and internship experience (workplace conditions and a sense of isolation). These results produce a complex web of intern experiences within the PDS, with the primary influences being the cultures of the school and university which are in tension in the intern world. Four realms of experience were critical to interns' decisions to leave or continue: university coursework and preparation, PDS teams, high school classes, and personal context. (Contains 49 references.) (SM)

ED 448 151   SP 039 680

Wayne, Andrew J.
Teaching Policy Handbook: Higher Passing Scores on Teacher Licensure Examination. Working Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Quality; Elementary Secondary Education; *Knowledge Base for Teaching; *Teacher Certification; *Teacher Competencies; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *Teacher Knowledge

This paper provides information about teacher quality proposals that are drawing attention from state and local lawmakers. For each proposal, the paper uses the following framework to organize evidence: definition or explanation of the policy, rationale, trends, evidence, and key issues. The paper demonstrates how the framework would organize evidence about setting higher passing scores on teacher licensure examinations, noting that some people believe that raising the passing score is a means of promoting higher teacher quality. The paper justifies testing related to subject matter, pedagogy, content pedagogy, basic skills, and general knowledge. Courts have not required states to show that students can learn more from teachers with higher scores on licensure examinations. However, a small group of studies of student achievement have assessed the importance of teachers' tested knowledge, and results show that teachers' tested knowledge is an important quality indicator. Raising passing scores will affect the quality of the teaching force, though the overall effect will probably be modest, and this effort will reduce teacher supply. Recent data suggest that disadvantaged students will be either the beneficiaries or those most negatively affected if higher passing scores are implemented. (Contains 33 references.) (SM)

ED 448 152   SP 039 681

Ladson-Billings, Gloria; Darling-Hammond, Linda
The Validity of National Board for Professional Teaching Standards (NBPTS)/Interstate New Teacher Assessment and Support

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Education; *Information Science; Needs Assessment; *Research Needs; User Needs (Information)

Information has long been an essential in conducting human affairs, but it is surprising that informatics (information science) has not been established as a field of study within education. This paper attempts to formalize educational informatics through a needs assessment approach and to outline a research agenda. The four needs considered are justification, definition, differentiation, and organization. These areas must be defined and developed to sustain informatics as a field within education. With regard to research, eight areas are identified as starting points for detail and expansion: (1) access/equity; (2) learning; (3) dissemination; (4) processing; (5) professional development; (6) services/networks; (7) users/seekers; and (8) retrieval. These areas do not encompass all research opportunities, but they are offered as starting points. (Contains 15 references.) (Author/SLD)

ED 448 173 TM 032 134

Alternative Certification Program: A Collaborative Effort between Hamilton County Department of Education and the University of Tennessee at Chattanooga.
PUB DATE- 00
NOTE- 83p.; Papers from a symposium at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000). Symposium organized by Cynthia M. Gettys.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Case Studies; Elementary Secondary Education; Ethnography; Higher Education; Program Development; *Program Implementation; *Teacher Shortage
IDENTIFIERS- Hamilton County Public Schools TN

Since the fall semester of 1998, a committee of university faculty and local school system administrators has collaborated to design an alternative teacher certification program to meet the teacher shortage needs of the Hamilton County, Tennessee, schools. Areas of identified shortages include science, mathematics, and foreign languages at the middle and high school levels and special education at all levels. The collaboration was successful with the selection of the first cohort group of 12 candidates for alternative certification in 1999. The papers in this collection were presented at a symposium focusing on alternative teacher certification. Taken together, these papers form a case study that tells an ethnographic story while describing each stage of the collaboration. The papers are: (1) "The Vision: Establishment of Need of the Alternative Certification Program" (Mary P. Tanner and Thomas E. Bibler); (2) "The Action: Planning & Development of the Alternative Certification Program" (Cynthia M. Gettys and Kathleen S. Puckett); (3) "The Teaching Team: Planning & Teaming" (Jane T. Brower, Cynthia M. Gettys, and Lisa Goode); (4) "The Collaboration: Partnership & Implementation of the Alternative Certification Program" (Joyce E. Hardaway and Lonita D. Davidson); (5) "The Goal: Urban Impact" (Bonnie Warren-Kring); and (6) "The Evaluation: Cohort I Participants Evaluate the Alternative Certification Program" (Kristen Childs, Debbie Donohoo, and Callievene Stewart). (SLD) reasonably well met. The test indicated that the null hypothesis of no statistically significant difference among the traditional, electronic, and both traditional and electronic classes' scores could not be rejected at the 0.05 level, with an effect size of f=0, a negligible effect according to J. Cohen. It is concluded that offering the course through electronic mail or a combination of electronic mail and the traditional approach did not appear to hinder the performance of the students, to the extent measured by the multiple-choice tests. Attachments include the ANCOVA report and a course description and syllabus. (Contains 26 references.) (SLD)

ED 448 193 TM 032 154

Parker, D. Randall
Viewing Quantitative Data through Qualitative Eyes.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Qualitative Research; *Researchers; *Statistics
IDENTIFIERS- *Numeric Data

The paper examines the various ways that qualitative researchers can use and interpret numbers, official statistics, and other quantitative data. It puts forth the position that qualitative researchers, in their quest for understanding, have too often viewed official statistics with only a cursory or descriptive analysis without deeper reflection or critical analysis as to the assumptions of the persons who collect and sue quantitative data. R. Bogdan and S. Bilen (1998) have presented several ways in which qualitative researchers can think about quantitative data. These ways of viewing numerical data are discussed: (1) the concept of "real" rates is a misnomer; (2) meaning can change when people, objects, or events are singled out for counting; (3) quantification has a temporal dimension; (4) quantification must be understood as a multilevel phenomenon; (5) both the person and his or her motivation for counting affects the meaning; (6) counting influences social processes with the setting that may be in addition to the activities directly related to the counting; and (7) quantification has a strong affective meaning. Taking the time to view quantitative data through qualitative eyes may be a way to guide an inquiry that expands rather than confines understanding. (SLD)

ED 448 194 TM 032 155

Brake, Nicholas L.
Student Course-Taking Delivered through a High School Block Schedule: The Relationship between the Academic Core and Student Achievement.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

periods of enthusiasms for school reform, all four cities are dealing with objective indicators of educational failure, such as high dropout rates, poor performance on standardized tests, and employer dissatisfaction with graduates' basic skills. The analysis focuses on the role of race and its importance in fostering broad civic involvement. The chapters are: (1) "Civic Capacity, Race, and Education in Black-Led Cities"; (2) "Racial Change and the Politics of Transition"; (3) "The Elusiveness of Education Reform"; (4) "Race and the Political Economy of Big-City Schools: Teachers and Preachers"; (5) "Parental and Community Participation in Education Reform"; (6) "Black Leaders, White Businesses: Racial Tensions and the Construction of Public-Private Partnerships in Education"; (7) "The Role of External Actors"; and (8) "School Reform as If Politics and Race Matter." (Contains 14 figures and 15 tables.) (SLD)

ED 448 215   UD 033 857

Vasallo, Philip
More than Grades: How Choice Boosts Parental Involvement and
  Benefits Children. Policy Analysis, No. 383.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education;
  Parent Attitudes; *Parent Participation; Satisfaction; *School
  Choice; Urban Schools
IDENTIFIERS- *Reform Efforts

A review of the research on school choice programs at city, state, and national levels indicates that choice schools support parents' involvement in their children's studies, encourage parents' participation in meaningful school activities, and engender greater satisfaction. Choice schools do so to a significantly greater degree than do traditional public schools. Parents of students in choice schools believe that the chosen school offers a greater measure of safety, discipline, and instructional quality than did their children's previous schools, and they are likely to reenroll their children in the choice program. Because the ultimate key to school reform is the parent, parents should become partners with educators to create the schools their children will need. State legislators should seek policies that return control of education to parents through mechanisms such as tax cuts and universal tuition tax credits. The adoption of such measures promises to increase parental involvement and bring other important benefits to children. (Contains 11 tables and 49 endnotes.) (SLD)

ED 448 216   UD 033 861

Acs, Gregory; Phillips, Katherin Ross; McKenzie, Daniel
On the Bottom Rung: A Profile of Americans in Low-Income Working
  Families. New Federalism: Issues and Options for States. Series
  A, No. A-42. Assessing the New Federalism: An Urban Institute
  Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg
  Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation,
  Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park,
  CA.; Ford Foundation, New York, NY.; John D. and Catherine T.
  MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation,
  Flint, MI.; David and Lucile Packard Foundation, Los Altos,

Eisner, Caroline, Ed.
Ending Social Promotion: Early Lessons Learned. A Report on Early Lessons Learned in the Efforts To End Social Promotion in the Nation's Public Schools.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Improvement; Elementary Secondary Education; Faculty Development; High Risk Students; Low Achievement; Public Schools; *Social Promotion; Student Evaluation; *Student Promotion; Urban Schools

This report presents information from a conference of leaders from districts and states that have been implementing policies to end social promotion. Discussions examined: goals for ending social promotion; promising intervention strategies (using comprehensive accountability systems, using multiple measures to determine grade placement, offering extended learning time for at-risk students, restructuring school days to provide in-class support, and offering professional support to teachers and principals); major challenges (finding time and resources to provide teachers with necessary professional development opportunities and building public support for higher standards); and general principles and experiences that should influence future practices and policies (e.g., the idea that if the money is not available to put support systems in place, do not talk about accountability, and policies that increase student accountability can also have profound effects on teachers). The vision of school improvement held by teachers, administrators, and political leaders must be comprehensive. No such policy can be implemented without providing additional educational opportunities for students. Multiple student assessment measures must be used. Support for such policies must be developed by explaining to parents and teachers that greater rigor will be expected of students, but safeguards are in place for handling problems that occur. (SM)

ED 448 235 UD 033 892

Howell, James C.
Youth Gang Programs and Strategies. OJJDP Summary.
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; Intervention; *Juvenile Gangs; *Prevention; *Program Effectiveness; Program Evaluation; Violence; Youth Clubs

This document draws on more than 50 years of gang program evaluations to summarize what has been learned about: (1) prevention programs, including early childhood, school-based, and afterschool initiatives; (2) intervention programs, including those that work to create violence-free zones, establish gang summits and truces, and rehabilitate gang members; (3) suppression programs, including those focused on prosecution, police response, geomapping, and other tracking systems; (4) strategies using multiple techniques, such as community policing; (5) multiagency initiatives; (6) comprehensive approaches to gang problems; and (7) federal,

Act of 1996: An Examination of Its Impact on Legal Immigrants and Refugees in Rhode Island.
PUB DATE- 00
NOTE- 44p.; With assistance by Linda Raufu, Ki-Taek Chun, and Dawn Sweet.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Citizenship; Civil Rights; Disabilities; Dropout Rate; English (Second Language); Federal Legislation; *Immigrants; Older Adults; *Refugees; *Welfare Recipients
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Rhode Island

This report describes a 1998 consultation conducted to examine the impact of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 on legal immigrants and refugees in Rhode Island. The Personal Responsibility and Work Opportunity Act restricted access of documented immigrants to a wide range of government programs such as food stamps, supplemental security income, medicaid, medicare, assisted housing, and educational grants. The consultation examined how implementation of the Welfare Reform Act had adversely affected legal immigrants and refugees; determined whether and how Rhode Island state policies and/or private agencies planned to ameliorate adverse conditions resulting from implementation of these statutes; and examined current efforts by the state congressional delegation to ameliorate adverse conditions. The Rhode Island Advisory Committee to the Commission on Civil Rights heard from three panels, which included civil rights and immigrant rights advocates and service providers; federal, state, and local government agency providers and policymakers; and Rhode Island congressional delegation staff. Overall, eight areas of concern surfaced: lack of a state safety net; lack of interpreters and notices in native languages at state and federal agencies; states pressing for recovery of public benefits from immigrants; insufficient programs and instructors to teach immigrants English; potential increases in dropout rates among immigrant children; inflexibility of the 5-year ban for elderly and disabled immigrants; children's health policies; and delays in citizenship processing. Edited transcripts of the consultation are included. (SM)

ED 448 256 UD 033 915

Cousin, Sherri L.; Klotz, Jack J.; Klick, Carole A.
An Analysis of One School's Attempt To Combat White Flight.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Community Involvement; Consciousness Raising; *Diversity (Student); *Educational Technology; Elementary Education; Literacy Education; *Migration; *Minority Group Children; Reading Programs; *Reading Skills; *Whites
IDENTIFIERS- Mississippi

This study examines how one Mississippi elementary school countered the growing trend toward minority isolation with the

Preferences in Undergraduate Admissions at Maryland Four-Year Public Colleges and Universities.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Affirmative Action; Asian American Students; Black Students; *College Admission; Higher Education; Hispanic American Students; *Public Colleges; *Racial Differences; Remedial Instruction; *State Universities; Tables (Data)
IDENTIFIERS- *Maryland; *Racial Preference

This study examined the extent to which racial and ethnic preferences were used in the admissions policies of Maryland's four-year public colleges and universities. Ten institutions provided data on in-state enrollees (race, sex, and SAT scores). Data analysis indicated that white in-state enrollees on average had substantially higher SAT scores compared to black in-state enrollees. At most schools, the SAT math score gap between blacks and whites was large, and the verbal score gap was moderate or large. There was less of a systematic pattern regarding white-Hispanic and white-Asian test score differences, though the former gaps were greater and more common than the latter. Especially at large institutions, the greater gaps between groups were mirrored in lower graduation rates for minorities. Blacks were subject to remediation at a greater rate than members of other racial and ethnic groups, and the disparities in remediation rates were generally related to gaps in enrollee test scores. Remediation, however, did not close the gap with respect to the rate of retention. (SM)

ED 447 758 HE 033 601

Toward an Understanding of Percentage Plans in Higher Education: Are They Effective Substitutes for Affirmative Action?
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Affirmative Action; Black Students; Civil Rights; *College Admission; College Applicants; Diversity (Student); Higher Education; Hispanic American Students; *Minority Groups; Public Schools
IDENTIFIERS- California; Florida; Hopwood v Texas; *Racial Preference; Texas

This statement presents the U.S. Commission on Civil Rights' position on higher education percentage plans. The One Florida Plan bans the consideration of race and gender in university admissions, guaranteeing state university admissions to high school seniors in the top 20 percent of their class, regardless of test scores. Texas' Ten Percent Plan entitles the top 10 percent of undergraduate classes within accredited Texas high schools to attend Texas state universities. After abolishing affirmative action, California created the four percent plan, which increases outreach and ensures that students who rank in the top four percent of their junior year class will be eligible for admission to the state university. The essay asserts that though percentage plans succeed as public relations strategies, they ignore law, medical, and other graduate and professional schools, where ending affirmative

PUB DATE- 00
NOTE- 648p.; Developed by the Research & Publications Group.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Eligibility; Federal Aid; *Federal Legislation; *Federal Regulation; Grants; Higher Education; Scholarships; *Student Financial Aid; Student Loan Programs; Work Study Programs

This compilation includes regulations for student financial aid programs as published in the Federal Register through June 1, 2000. An introduction provides guidance on reading and understanding federal regulations. The following regulations are covered: Drug Free Schools and Campuses; Family Educational Rights and Privacy; institutional eligibility under the Higher Education Act of 1965, as amended; the Secretary's procedures and criteria for recognition of accrediting agencies; the Secretary's recognition procedures for state agencies; the Paul Douglas Teacher Scholarship Program; the Robert C. Byrd Honors Scholarship Program; student assistance general provisions; general provisions and specific regulations for the Federal Perkins Loan Program, the Federal Work-Study Program, and the Federal Supplemental Educational Opportunity Grant Program; the Federal Family Education Loan Program; the William D. Ford Federal Direct Student Loan Program; the Federal Pell Grant Program; the Presidential Access Scholarship Program; the State Student Incentive Grant Program; and the National Early Intervention Scholarship and Partnership Program. Appended are a list of final regulations published from October through December 1999 and a summary of changes in final regulations published from October through December 1999. (EV)

ED 447 780 IR 020 401

State of Innovation: The Maryland Plan for Technology in Education, 1999-2003.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Professional Development; Statewide Planning
IDENTIFIERS- Access to Technology; Maryland; *Technology Integration; *Technology Plans

This report describes the plan for educational technology in Maryland from 1999-2003. The first section introduces the mission of technology in Maryland. Vision and strategy are discussed in the second section, and a summary of technology research is provided in the third section. The fourth section lists guiding principles and outlines rationales, targets, and recommendations for the following objectives: (1) ensure access for all learners; (2) provide ongoing professional development for technology, beginning at the preservice level; (3) integrate the most appropriate and effective technology into all aspects of the education process; (4) involve key stakeholders in the planning, implementation, and evaluation of the plan; (5) ensure adequate funding; and (6) assess the impact of technology. An action plan is presented in the fifth of Three Internet-Based Master's Degree Offerings" (Robert W. Strong and E. Glynn Harmon); "Implementing an Internet Tutorial for Web-Based Courses" (Sherri Smith and Andrea Benscoter); "A Method for Evaluation of a Course Delivered via the World Wide Web in Brazil" (Monica G.M. Magalhaes and Dietrich Schiel); and "Installation and use of a Remote Electronic Bulletin Board in Teaching a Graduate-Level Course" (C. Hugh Gardner and Murray H. Tillman). An interview is included at the end: "Speaking Personally with A. Frank Mayadas" (Gary E. Miller). (AEF)

ED 447 799 IR 020 428

Ogden, David
Report on Csrdweb.net as an On-Line Learning Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Educational Development; *Educational Resources; Electronic Mail; Elementary Secondary Education; *Information Networks; Online Systems; Pilot Projects; Shared Resources and Services; World Wide Web
IDENTIFIERS- California; *Comprehensive School Reform Demonstration Program; Web Sites

The csrdweb.net Web site is a cross-lab initiative to pilot the use of Web-based profiles and e-mail discussion groups as tools to support networking among Comprehensive School Reform Demonstration (CSRD) schools. A Laboratory Network Program (LNP) project, the initiative used resources from all 10 regional educational laboratories (RELs) to develop and support the Web site in order to learn how, to what extent, and under what circumstances Web-based networking can contribute to the resources that assist CSRD schools. After one year, the cross-lab Web site development team learned several lessons about CSRD schools' use of the Web as a networking tool and about successful LNP collaboration. After highlighting some of the major findings, this report outlines the purpose of the site; the four main networking and resource sharing components; major activities undertaken by the REL planning team for the csrdweb.net pilot project; and next steps. Also included are a table of comparative site statistics over time, a chart of unique visits to the site from November 7, 1999, through June 30, 2000, the CSRD Interactive Web Site User Feedback Questionnaire, and responses to CSRD Web site user. Appendices contain copies of two school profiles and discussion group messages from the csrdweb.net Web site. (AEF)

ED 447 800 IR 020 431

Articulation Telecommunication Project 1998 Report.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Computer Mediated Communication; Computer Oriented Programs; Foreign Countries; Higher Education; Information Networks; Pilot Projects; *Telecommunications; Teleconferencing

unique technology grants for public libraries; the United Nations Digitization program at the Dag Hammarskjold Library; virtual end user training; the road to a virtual college of the 21st century; creating Web-based tutorials to extend instructional outreach; implications of NAS and SAN for library use; becoming grant savvy; electronic copyright and the electronic post-offices and post-roads; a new model for publishing on the Internet; a library/faculty collaboration on the Web; meeting diverse information needs through PubMed.; tracking workflow in a virtual environment; collecting and managing access to faculty-created Web-based resources; issues and supports of virtual libraries; using the Internet as a reference tool; digital possibilities in Interlibrary Loan, circulation, and collections; building a knowledgebase; integrating libraries and technology functions at universities; the National Library of Medicine; building knowledge bridges in organizations; print and electronic collection development; developing a technology training program for the public library; developing an intranet for an international audience; new methods of identifying and accessing electronic journals in libraries; e-services; delivering subject-specific internet classes in a public library; an introduction to Linux; and collected resources on the Web. (AEF)

ED 447 818   IR 057 927

Arthur, Gwen, Ed.
Get Them Talking: Managing Change through Case Studies and Case Study Discussion. RUSA Occasional Paper, Number 25.
PUB DATE- 00
NOTE- 36p.; In cooperation with the Management of Reference Committee of the Management and Operation of User Services Section of the Reference and User Services Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Case Studies; Change; *Group Discussion; Higher Education; Librarians; *Library Administration; *Library Administrators; *Library Planning; Public Libraries; *Reference Services; Staff Development
IDENTIFIERS- *Management Styles

Since 1989, the Reference and User Services Association/Management and Operation of User Services Section's Management of Reference Committee has successfully used case studies to foster structured discussions among public service librarians on a wide variety of issues relating to managing change in reference services. The information offered in this document is designed to help others replicate this success. Included are familiar reference issues affecting reference librarians and managers in both academic and public libraries. Three chapters give instructions on how to maximize the case study approach for finding creative solutions to management problems. These chapters provide a background on the case study method and scenario planning, practical tips on organizing a library case study discussion, and guidelines for being a good group facilitator and participant. The appendix includes eight of the Committee's "Managing Change" case studies: (1) New Director, New Directions in Reference; (2) Introducing a New Reference Management Style; (3) One Public Library's Dilemma: New Branches, No Staff; (4) Performance Issues and Changing

Marashio, Paul, Ed.
Pedagogy Journal, 1999.
PUB DATE- 99
NOTE- 81p.; Published annually. For volume 5, see ED 423 006.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Group Activities; Higher Education; *Learning Activities; Learning Strategies; *Student Participation; Teacher Effectiveness; *Teaching Methods

This annual serial volume offers readers glimpses into learning communities, demonstrating how students are brought together for the common purpose of learning. It gives a view of the teacher as learning guide and facilitator of group discussions and activities. The articles are a primer on how to build one's own learning community. The overriding pedagogical theme is "hands-on" learning. To get a buy-in from the students, the writers unanimously call for student engagement in the learning process by having the students learn, share, and, finally, analyze, interpret, evaluate, or synthesize information. The following articles are included: "Creating Community in a Community College" (Sandra Cole); "Word Weavers" (Lynn Patriquin); "Students in Transition" (Marcel Duclos); "Bringing Home the Cows (Observation into Description)" (Paul Shykula); "Yes, You Will Use Math Again and This is Why!" (Bruce Gordon); "Images of the American Myth: An Investigation of Prime Time Television" (Paul Marashio); "Facilitating the Perseverance to Learn" (Mary Boyle); "Instructor's Guide for 'Planning Personal Health: An Experiential Course'" (Andrea G. Gordon); "The Survival of Campus Culture at a Community Technical College" (Joe Perron); and "Hidden Characteristics of Effective Community College Teachers" (Glenn DuBois.) (VWC)

ED 447 837 JC 000 592

Student Transfer Issues Revealed in British Columbia's Post-Secondary Education Student Outcomes Surveys: An Analysis Intended To Enhance the Survey's Future Utility.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 96
NOTE- 57p.; Prepared by Gaylord, Ducharme & Associates.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; *Foreign Countries; Higher Education; Outcomes of Education; *Student Attitudes; *Student Surveys
IDENTIFIERS- *British Columbia

This study proposed improvements to the sole question posed former students in the British Columbia (BC) colleges and institutes Student Outcomes Survey concerning the incidence of students requesting "transfer credits" and the problems associated with it. The current survey question asked students whether or not they attempted to transfer credits, whether any problems were encountered, and what these problems were in broad terms. By analyzing both the quantitative and qualitative data collected over the last 2 years from this survey, 2 primary observations can be made: the information derived from the present survey, while not highly specific, has, nevertheless, provided a number of insights into the sorts of not produce a corresponding increase. (VHC)

ED 447 857 JC 010 023

NCIA Newsletter, 2000.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Instructional Effectiveness; *Instructional Improvement; Organizational Effectiveness; Program Evaluation; Regional Characteristics; *Serials; Two Year Colleges

This document contains four issues of the National Council of Instructional Administrators (NCIA) Newsletter, which offers announcements of conferences, Exemplary Initiatives Award winners, and activities and reports from regional representatives about political, economic, and academic issues within states and regions. The February 2000 newsletter includes reports on "barrier-free movement" from specified associate degree programs to comparable baccalaureate degree programs; performance measures, institutional effectiveness, and other concerns related to accountability; access and developmental education issues; and a statewide initiative to develop a Virtual Campus for Wisconsin's Technical College System. The June 2000 newsletter includes a description of Maryland and Virginia's standardized procedures for assessment and placement into college level classes and South Carolina's Advanced Technological Education Center of Excellence, which is a statewide systemic initiative designed to increase the quantity, quality, and diversity of engineering technology graduates. The September 2000 newsletter presents the NCIA 2000-01 strategic plan and features Colorado Works!, an award winning statewide project to organize and expand the business-oriented training and education initiatives of the state community colleges. Emerging trends in developmental education are addressed on a state by state basis. In the December 2000 issue, the instructional technology design program at Cuyahoga Community College (Ohio) is discussed. (PGS)

ED 447 858 JC 010 024

College Profiles, 1998: Public Community and Technical Colleges of Texas.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; College Programs; *Community Colleges; *Educational Finance; *Institutional Characteristics; Profiles; *State Surveys; Student Characteristics; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

This document provides 1998 summary statistics for public community and technical colleges in Texas. Section 1 contains comparative financial data for all public community and technical college districts/systems, including: tax base, collections and total assessed tax rates (50 community college districts); total education and general fund expenditures (50 from 30-35%, with no clear trend over this period. The numbers of graduates attending Maryland campuses part-time has been small and there is some volatility in enrollment percents participating from year-to-year. HCC's share ranged from 70-81% of this group of part-time students. Other colleges that have been increasing their share of Howard County graduates faster than HCC over the five-year period were UMCP, St. Mary's, and Towson. HCC enrollment from these schools has increased by 14% over the five-year period, while the total number of graduates increased by 17%. Most graduates who attend college full-time go to HCC, followed by UMCP. Eighty percent of graduates who attend college part-time attend HCC. (VWC)

ED 447 879   JC 010 046

Connecticut Community Colleges: At a Glance.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Policy; *Governing Boards; Institutional Mission; *Organizational Objectives; Two Year Colleges
IDENTIFIERS- *Connecticut

This paper presents the 1999-2000 report published by the Connecticut Board of Trustees of Community-Technical Colleges. It includes the following items: (1) a statement of mission and statutory responsibility of Connecticut's community colleges; (2) a description of the public services rendered by Connecticut's community colleges; (3) an outline of the 1999-2000 improvements/achievements of the community colleges, which includes a look at data and information management, community services, academic and student affairs, communication, labor relations--human resources, facilities, partnerships with state agencies and with business and industry, and instructional technology; (4) a statement about reducing waste; (5) a discussion on the Connecticut community-technical colleges system's strategic plans; (6) an outline of information reported as required by state statute, which includes the Labor/Management Committee's review of the Minority Fellowship Program, actions taken by the Chancellor and the Affirmative Action Officer, efforts of the ADA Task Force, training provided to college personnel by the Labor Relations and Affirmative Action staff, and a look at Community Study Circles on Race Relations; (7) a list of names, locations, and presidents of the 12 Connecticut community colleges; and (8) a list of the members of the Board of Trustees as of June 30, 2000. (VWC)

ED 447 880   JC 010 047

MacMillan, Thomas F.
Selected Outcome Measure Comparisons for Full-Time EOPS vs. Total Full-Time Students: California Community Colleges Student Right To Know 1994-95 and 1995-96 Cohorts.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; Educational Attainment; *Outcomes of Education; Transfer Rates

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; Educational Needs; Higher Education; Interviews; Nontraditional Education; *Nontraditional Students; *Part Time Students; Personal Narratives; *Student Attitudes; *Student Characteristics; Teacher Education

For this study, 12 part-time students in an early childhood studies program were interviewed and videotaped concerning their personal stories as students. Initial analysis of their responses revealed main themes: (1) economic barriers to full-time degree study; (2) domestic responsibilities/gender issues (for example, the stress of juggling multiple responsibilities, the pleasure of pursuing an activity outside the home, and male students' status in the "minority"); (3) previous education/studying for a degree (students indicated that their current studies had improved their previous fearful or negative attitudes toward education); and (4) workplace links (students indicated a definite impact of their studies on their working lives). Characteristics of interview sample, invitation letter, and video questions are appended. (Contains 17 references.) (EV)

ED 447 900 PS 028 972

Kidder, Karen; Stein, Jonathan; Fraser, Jeannine
The Health of Canada's Children: A CICH Profile. Third Edition.
PUB DATE- 00
NOTE- 348p.; Special contributions by Graham Chance.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Development; *Child Health; *Children; Demography; Disabilities; Family Structure; Foreign Countries; Incidence; *Mental Health; Poverty; Public Policy; Social Indicators; Trend Analysis; *Well Being
IDENTIFIERS- *Canada; Indicators

This report of the Canadian Institute of Child Health (CICH) is the third to document indicators of the health and well-being of children and youth in Canada. The report is presented in 10 chapters. Chapter 1 provides an overview of the demographic situation in Canada and introduces the key areas. Chapters 2-5 profile successive stages in child development: pregnancy and infancy, preschool, school age, and youth. Chapter 6 details information on the health and well-being of Aboriginal children and youth. The next four chapters document issues that confront children and youth and their families: income inequity, mental health, disability, and children's environmental health. Each of the data chapters begins with an introduction highlighting the key findings and ends with a guest expert commentary synthesizing findings and recommending action. Two types of charts are provided in each chapter: (1) determinants of health and well-being; and (2) health outcomes. Each chapter also includes explanatory text boxes to provide a brief synopsis of an important issue or offer necessary background information. In addition, areas in which data are needed are identified. Chapter 11 concludes the book with discussions of policy implications, including the issue of entitlements versus privileges. (Contains 240 references.) (KB)

ED 447 901 PS 028 976

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; *Cognitive Development; Cognitive Processes; *Comparative Analysis; Differences; Early Childhood Education; Mediation Theory; *Teaching Methods; Young Children
IDENTIFIERS- Comparison Process; *Feuerstein (Reuven); Mediated Learning Experience

Asserting that the ability to compare is basic to any cognitive process, this paper draws on Reuven Feuerstein's theory of mediated learning experience to guide teachers in encouraging the development of young students' spontaneous comparative abilities. Teachers are to provide students with concepts, labels, operations, and relationships to describe the similarities and differences among the stimuli they encounter. The teacher promotes students' feelings of independence and individuality by encouraging divergent responses and a flexibility in the use of attributes for comparison. The bulk of the paper is organized into two lessons for teachers: the importance and process of comparison; and mediating children's comparative activities. (EV)

ED 447 919 PS 029 013

Curtis, Reagan P.
Preschooler's Counting in Peer Interaction.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Research supported by a Doctoral Candidacy Fellowship. Graduate School of Education, University of California, Santa Barbara.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Childrens Games; *Computation; *Educational Games; Interaction; *Peer Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- Adult Child Relationship

For this experiment, part of a larger study on preschoolers' counting competence, 3-, 4-, and 5-year-olds played a counting game with their peers after becoming familiar with the game during structured interviews with an adult. It was expected that the symmetrical nature of peer interaction would allow children to display quantitative knowledge in ways that differed from an asymmetrical clinical interview. Categories of quantitative term use, judgments of others' counting, display of quantitative knowledge without number words, turn negotiation, and role negotiation were analyzed from video and audio recordings. Age differences in quantitative knowledge displayed were not marked. Findings did indicate that preschool children are able to take what they have learned in interactions with an adult into their peer interactions, and that games and collaborative group activities may provide particularly fertile ground for preschool mathematics education. (Author/EV)

ED 447 920 PS 029 014

Dunn, Loraine; Tabor, Susan
Center Caregivers and Family Child Care Providers Are Different: Training Profiles and Preferences.

PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; Interviews; *Males; *Masculinity; Models; Photographic Equipment; *Photography; Qualitative Research; *Research Methodology; Research Problems; *Sexual Identity
IDENTIFIERS- *Identity Formation

This paper reports on an integrated methodology adopted to help solve the problem of accessing boys' fleeting, mobile, and often unvoiced self-work during the process of constructing their gender identity. The study is part of a larger investigation examining the experience and education of boys and young men in relation to matters of sexual health and masculinity, which develops an understanding of the relationship between values, beliefs, and action. Following group interviews, six 15-year-old boys living in a large industrial English city were given disposable cameras and were asked to photograph anything that seemed important to them. The group of boys represented a variety of academic abilities, personality types, and ethnicities and were not from a pre-existing friendship group. Four of the six boys took photographs and were available for follow-up interviews. The photographs were then discussed in the group, and that stage of the research finished with one-to-one interviews. The paper explores in depth the positives and negatives of the methodology for evaluating personal growth, analyzes the photographs, and illustrates how the integrated methodology helped in understanding the individuals concerned and their relationships with the world they inhabit. (Contains 31 references.) (KB)

ED 447 939 PS 029 043

North Carolina Child Health Report Card, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; *Child Health; Child Safety; *Children; Communicable Diseases; Early Parenthood; Immunization Programs; Infant Mortality; Low Income Groups; Mortality Rate; Obesity; Physical Fitness; Prenatal Care; Substance Abuse; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; *North Carolina

This sixth annual report card is produced to heighten awareness of the health of the children of North Carolina by summarizing important child health indicators. The report is intended to assist health administrators, legislators, and family advocates in their efforts to improve the health and safety of children statewide. Data are presented for the most current year available and a comparative year (usually 1994) as a benchmark. The following indicators are used: (1) child fatality; (2) deaths due to injury (motor vehicle-related, drowning, fire/burns, bicycle, suicide, homicide, and firearm); (3) alcohol, tobacco, and substance abuse (cigarettes, smokeless

Research, the Workshop of Valuing Children's Health Effects, and the Child Health Champion Campaign. Initiatives are summarized in the following areas: (1) asthma and other respiratory effects; (2) childhood cancer; (3) developmental and neurological toxicity; (4) health effects of pesticides; (5) potential risks from contaminated water; (6) predicting health risks to children; (7) protecting children worldwide; (8) environmental education related to children's health; and (9) enhanced community right-to-know activities. The report also contains an updated list of Children's Health Resources. (Most chapters contain references.) (KB)

ED 447 958 PS 029 067

Kreidler, William J.; Whittall, Sandy Tsubokawa
Early Childhood Adventures in Peacemaking: A Conflict Resolution Activity Guide for Early Childhood Educators. Second Edition.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 99
NOTE- 401p.; Project funded by AT&T Family Care Development Fund, a joint project of AT&T/Lucent Technologies, the Communication Workers of America and the International Brotherhood of Electrical Workers. Produced with Nan Doty, Rebecca Johns, Claudia Logan, Laura Parker Roerden, Cheryl Raner, and Carol Wintle. Also funded by the Lippincott Foundation of the Peace Development Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Classroom Environment; *Conflict Resolution; Curriculum Development; Developmentally Appropriate Practices; Early Childhood Education; Educational Games; Emotional Development; Music Activities; Parent Materials; Parents as Teachers; *Peace; Peer Relationship; *Preschool Curriculum; Social Development; Story Telling; Teacher Student Relationship; *Values Education; Young Children
IDENTIFIERS- *Peace Education

This early childhood curriculum (ages 3-6) uses games, music, art, drama, and storytelling to teach young children effective, nonviolent ways to resolve conflicts and provides caregivers with tools for helping young children develop key conflict resolution skills. Following an introductory chapter, Chapter 2 provides guidance in assessing the needs of an early childhood program and provides strategies for implementing the Peaceable Program. Chapters 3 through 9 focus on the five key themes of the Peaceable Program: communication, cooperation, expressing emotions and managing anger, appreciating diversity, and conflict resolution. Each of these chapters reviews the developmental issues involved in the area; provides guidance in setting goals for children, identifying needed skills, and assessing progress; and includes tips and troubleshooting strategies. Chapters 10 through 15 detail classroom activities using music, puppets, storytelling, and parachute play. Chapter 16 includes ways to involve parents in building a Peaceable Program, and includes letters for parents and reproducible tip sheets with suggested activities to support the classroom program. (KB)

ED 447 959 PS 029 068

Ponza, Michael; Briefel, Ronette; Corson, Walter; Devaney, IDENTIFIERS- Australia (Tasmania); Sense of Community; *Social Capital

A case study exploring the relationship between local leadership and the school-community partnership was conducted in a small, isolated Australian mining town. Data were generated from written materials such as the local newspaper and interviews with 8 school staff members and 11 community members involved with the schools or representing business, industry, and state and local government interests in the town. The major school-based interactions with the community were fundraising activities, sporting activities, cultural activities, and informal and formal community involvement in school operations and management. The study identified indicators of the effectiveness of school-community partnerships: a strong commitment to the partnership from school and community leaders; a high level of cohesiveness within the schools; wide-ranging and ongoing involvement by community members in all aspects of the school's organization and management; wide-ranging and ongoing involvement of students and school staff in community activities; and a strong sense of ownership of the school by the community. Findings indicate that leadership that enhances the school-community partnership actively engages in relationship building; facilitates two-way communication; strongly supports the involvement of varied community members in ongoing activities, as well as planning and decision making; and supports both a philosophy and practice of shared leadership. (Contains 49 references.) (TD)

ED 447 976   RC 022 488

Fraser, Andy
Indigenous Movement in Physical Education: Important or Not?
PUB DATE- 99
NOTE- 8p.; Paper presented at the joint conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Cultural Pluralism; *Culturally Relevant Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Health Education; Holistic Approach; Indigenous Populations; *Maori (People); *Movement Education; *National Curriculum
IDENTIFIERS- Indigenous Knowledge Systems; *New Zealand

Te reo kori, a combination of movement, music, language, and Maori cultural values, was to be integrated into the new health and physical education (HPE) curriculum in New Zealand as one of the seven key areas of learning. However, the 1998 draft curriculum relegated it to one of the "considerations" for the implementation of the curriculum. This changed its status from a required content area to an optional one, and constitutes a failure to meet the needs and aspirations of Maori as guaranteed in the Treaty of Waitangi. Te reo kori has tremendous potential in its ability to fulfill cultural identity needs and feelings of self-worth in Maori students; meet the requirements of the New Zealand Curriculum Framework with regard to cultural inclusiveness; and achieve learning outcomes that address the four underlying concepts, four strands, and seven key areas of learning identified in the HPE curriculum. Te reo kori occurs in a cooperative setting, and research has identified numerous positive outcomes from

Political, Social, Cultural, and Legal Issues. A Garland Series.
PUB DATE- 99
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bilingual Students; Bilingualism; College Students; Dropout Characteristics; Dropouts; Educational Research; High School Students; High Schools; Higher Education; *Hispanic American Students; *Language Attitudes; Language Proficiency; *Language Usage; *Mexican Americans; Questionnaires; Secondary Education; Social Bias; *Spanish Speaking; Student Attitudes
IDENTIFIERS- *Illinois (Chicago)

This book explores the relationship between Spanish language usage, English language proficiency, and the long-term educational outcomes of Mexican American youths. Language use patterns and language attitudes were examined among 38 high school dropouts, 188 high school students, and 36 college students, all Mexican Americans in Chicago. Chapters review relevant research and literature, provide the problem statement and methodology, present comparative analyses of the data from each informant group, discuss relevant findings, and suggest areas for future research. Findings reveal that a high use of Spanish and favorable attitudes toward Spanish in no way hindered either English language proficiency or long-term academic achievement among Hispanic youth. Instead, these factors accompanied higher levels of achievement among the youth surveyed. Additionally, high levels of English language proficiency and positive attitudes toward English did not guarantee high levels of academic achievement. Several factors considered to be dropout indicators were found to be prevalent among all informants, which brings into question the true explanatory power of such characteristics. Finally, the informants in this study exhibited a distinct sociolinguistic profile compared to Mexican American populations elsewhere in the country. Policymakers and school officials need to identify and focus on the characteristics that affect academic achievement of their local population instead of concentrating on unfounded assumptions, superficial characteristics, and unreliable or inapplicable qualities from national studies. Appendices contain research questionnaires and related materials. (Contains 145 references, 24 data tables, and an index.) (TD)

ED 447 994   RC 022 701

Walters, Donald L.; Pickands, D. Morgan
Problems of Rural School Administrators: Are They Complicated by the Multi-School Principalship?
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Rural Education Association (Charleston, SC, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrative Problems; *Administrator Attitudes; Administrator Education; *Administrator Role; Educational Environment; Elementary Education; Elementary Schools; Job Satisfaction; *Principals; *Rural Schools; School Surveys; *Shared Resources and Services

primarily at "therapy" usually involve a process of assessment, treatment planning, counseling, and documentation of change. Adventure therapy programs often take place in the wilderness and usually are geared toward troubled youth with mental health problems. Adventure may be the sole treatment modality or an adjunct to more traditional therapy approaches. Outdoor personal growth programs are not designed as therapy but are intended to have a positive impact on general psychological well-being. College orientation programs and other college adventure programs have therapeutic effects in that they facilitate the emotional and social development of students experiencing a challenging and stressful period in life. Outdoor recreation programs do not attempt to facilitate emotional growth, but skill development and moral and social development may be secondary outcomes. Camping programs have a long history of facilitating the emotional well-being of campers. As with recreation programs, even camps that are not therapeutic in intent often work to facilitate personal growth in participants. (Contains 22 references.) (SV)

ED 448 012   RC 022 733

Woodhouse, Janice L.; Knapp, Clifford E.
Place-Based Curriculum and Instruction: Outdoor and Environmental Education Approaches. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ecology; Educational Principles; Elementary Secondary Education; *Environmental Education; Experiential Learning; *Outdoor Education; Role of Education; School Community Relationship
IDENTIFIERS- ERIC Digests; *Place Based Education; Sense of Place

Place-based education is a relatively new term, but progressive educators have promoted the concept for over 100 years. Place-based education usually includes conventional outdoor education and experiential methodologies as advocated by John Dewey to help students connect with their particular corner of the world. Proponents of place-based education often envision a role for it in achieving local ecological and cultural sustainability. This digest reviews place-based curriculum and instruction, especially as it relates to outdoor and environmental education, and provides examples of K-12 resources and programs. A brief review identifies the purposes of outdoor education, environmental education, and place-based education and the relationships among them, and points out overlapping concepts in the literature: community-oriented schooling, ecological education, bioregional education, ecoliteracy, ecological identity, and pedagogy of place. The essential characteristics of place-based education are that it emerges from the particular attributes of a place, is inherently multidisciplinary and experiential, reflects a philosophy broader than "learn to earn," and connects place with self and community. In contrast to work-oriented goals of schooling, place-based education prepares people to live and work to sustain the places they inhabit and to participate actively in democracy. Thirteen relevant periodicals and books are briefly described. (SV)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Elementary Secondary Education; Experiential Learning; Mathematics Education; Science Activities; Science Education; *Space Sciences; Technology Education
IDENTIFIERS- *Spacewalking

Space walking has captured the imagination of generations of children and adults since science fiction authors first placed their characters on the moon. The guide begins with brief discussions of the space environment, the history of space walking, NASA's current spacesuit, and work that astronauts do during spacewalks. These are followed by a technology education design brief that challenges students to design and build a spacesuit prototype for an extra-terrestrial environment no human has ever visited before. In the process of doing this, students will have to investigate the properties of that environment and determine what protective measures must be taken to permit a future explorer to work there safely. Once accomplished, students choose materials and technologies that can be used for constructing and testing the prototype. The design brief is followed by Teacher Tech Briefs that provide a source of ideas on how to build a spacesuit test apparatus and by Exploration Briefs that provide activity frameworks to help students understand important topics in spacesuit design. The guide concludes with a glossary of terms, a suggested reading list, NASA educational resources including electronic resources, and an evaluation questionnaire. (Contains 12 references.) (ASK)

ED 448 038   SE 064 330

Anderson, Charles; Biggs, Pat; Brown, Deborah; Culivan, Steve; Ellis, Sue; Gerard, James; Hardwick, Ellen; Poff, Norm; Rosenberg, Carla; Sheaner, Deborah; Tripp, Octavia; Ernst, Ron
Aeronautics: An Educator's Guide with Activities in Science, Mathematics, and Technology Education.
PUB DATE- 98
NOTE- 134p.; Edited by Pat Biggs and Ted Huetter. produced at NASA Dryden Flight Research Center, Edwards, CA. Guide produced for grades K-4.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Elementary Secondary Education; Experiential Learning; Integrated Activities; Mathematics Education; Science Education; *Space Sciences; Technology Education

This educator's guide explains basic aeronautical concepts and provides a background in the history of aviation within the context of flight environment (atmosphere, airports, and navigation). The activities in this guide are designed to be uncomplicated and fun. They were developed by NASA Aerospace Education Services Program specialists who have successfully used them in countless workshops and student programs around the United States. The activities encourage students to explore the nature of flight and experience some real-life applications of mathematics, science, and technology. The guide begins with education standards and skills matrices for the classroom activities, a description of the NASA aeronautics mission, and a brief history of aeronautics. Activities are written for the educator and divided into three chapters: (1) Air; (2) Flight; and (3) We Can Fly, You and I. Each activity begins with

Using Cooperative Learning 100% of the Time in Mathematics Classes Establishes a Student-Centered Interactive Learning Environment.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; *Instructional Development; Learning Strategies; *Mathematics Instruction; Multiple Intelligences; Teaching Methods

This paper describes one approach to implementing cooperative learning in mathematics classes virtually 100% of the time. By describing this maximum approach, it is hoped that teachers will be encouraged to try cooperative learning at least part of the time in their classrooms. Cooperative learning activities help identify widespread student misconceptions and enable the teacher to focus on specific concepts or algorithms. The process outlined in this paper was developed mainly in developmental math classes. In order to give an idea of how cooperative learning is implemented, three activities are described: (1) Pair-Reading; (2) Math Olympics which may be used to cover any content area; and (3) Factoring-Jig-Saw which was developed for a specific content area. Various conclusions are drawn along with references for those who wish to explore the nature and benefits of cooperative learning approaches. In order to illustrate a feeling for students' reactions to cooperative learning, three representative student responses from a course evaluation required at the end of each semester are presented. It is concluded that cooperative learning techniques, when used extensively in mathematics classes, generate many advantages for students and teachers. Cooperative structures address different student learning styles in every class, including verbal, visual, and kinesthetic. (Contains 32 references.) (ASK)

ED 448 064 SO 028 863

Skene, Becky White
Magnificent, Mysterious Mexico. Fulbright-Hays Summer Seminars Abroad Program, 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 71p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexico

This packet provides an overview of historical and contemporary Mexico. The interdisciplinary lessons for grades 7-12 include history, geography, art, cooperative learning activities, and map work. Worksheets are included. (EH)

ED 448 065 SO 030 945

Experience; Educational Research; Ethnography; Foreign
Countries; Popular Culture; *Youth

IDENTIFIERS- Belize; *Carib; Caribbean; Constant Comparative
Method; Historical Background; Research Suggestions

This paper examines the influences on Garifuna (also known as Caribs) youth education through the voices of Garifuna educators and youths. The paper emphasizes, in both its content and methodology, that discussion of education in the Caribbean and specifically Belize cannot be separated from the educators' experiences and the adolescents' aspirations. The paper examines the cultural and political influences on the youth of the Garifuna culture; however, the cultural influence is not only of the Garifuna but also of U.S. popular culture. Data for the paper were collected through observations, face-to-face interviews, and secondary analysis; the constant comparative method was used to analyze the data. The paper's findings suggest that there have been changes in the educational focus of the Garifuna youth of Dangriga and that these youths' attitudes pervade the whole country. Participants in the research saw the decline of interest in school as caused by: (1) emigration of parents to the United States; (2) influences from U.S. culture; and (3) lack of employment opportunities. The paper calls for further research into the Garifuna language, the religious beliefs, and the kinship relationships, as well as the education of the Garifuna. Contains 3 notes and 30 references. (BT)

ED 448 087   SO 032 324

Lewis, Karla
Colonial Education: A History of Education in Belize.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colonialism; Compulsory Education; *Cultural Context; *Developing Nations; *Educational History; *Elementary Secondary Education; Foreign Countries; Government School Relationship
IDENTIFIERS- *Belize; British Colonies; British Honduras

This paper discusses the education in Belize (formerly known as British Honduras) during the colonial era and the lasting impact of the educational foundation of the country. The paper examines the influence the British colonial educational system continues to have in Belize, 20 years after independence. It gives an overview of the history of primary and secondary education in Belize. Although education existed in Belize well before the arrival of the British colonizers and developed among various cultures during colonization, these are not highlighted in the paper because of the limited impact they had on Belize in general once school attendance became compulsory. Contains 92 references. (BT)

ED 448 088   SO 032 326

Koben, Rise, Ed.
Indiana in the World, the World in Indiana: Exploring Indiana's International Connections.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.

foundation for assessing the moral, political, cultural, and economic issues raised by colonialism in general. This unit examines the roles played by private citizens in mobilizing a grassroots human rights movement. Students have the opportunity to evaluate the effectiveness of both governmental and non-governmental actors in effecting changes in official policies. Materials are included to help students understand how the colonial experience has shaped events in the Congo Basin throughout the post-colonial era. The teacher's book includes five- and three-day lesson plans. (BT)

ED 448 111   SO 032 372

Murray, William J., Ed.
Progressive Era Industry and Its Legacy: Essays and Lesson Plans for Teaching Industrial History of the Progressive Era.
SPONS. AGENCY- Pennsylvania State Dept. of Labor and Industry, Harrisburg.; Pennsylvania State Historical and Museum Commission, Harrisburg.
PUB DATE- 00
NOTE- 135p.; Publication partially funded by the George M. Leader Family Corporation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environment; Higher Education; Industrialization; *Meat Packing Industry; *Planned Communities; *Public Sector; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Labor History; *Progressive Era

The Progressive Era, roughly the period between the Spanish American War and the U.S. entry into World War I, was a period of transformation, a time when the United States ceased being predominantly an agricultural economy with a minor industrial base and became predominantly a modern industrialized nation. These essays and lesson plans, the result of cooperation between museums, schools, and academic historians, are based on a symposium held at the Hershey Museum June 22-26, 1998. The essays and accompanying lessons address the legacy of Progressive Era industry, the meat packing industry, industrialists, Hershey Chocolate, mass production, working people and the labor situation, the role of the public sector, environmental awareness and regulation, and the City Beautiful Movement and planned communities. (BT)

ED 448 112   SO 032 378

Hein, Laura, Ed.; Selden, Mark, Ed.
Censoring History: Citizenship and Memory in Japan, Germany, and the United States. Asia and the Pacific.
PUB DATE- 00
NOTE- 312p.; "An East Gate Book."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Censorship; Citizenship; Content Analysis; Foreign Countries; *Historiography; *History Textbooks; Memory; *Modern History; Perspective Taking; Textbook Research; Vietnam War; *World War II
IDENTIFIERS- Germany; Japan; National Identity; United States

This collection of essays focuses on textbook treatments of World War II in Japan, Germany, and the United States and gives readers a new perspective on the creation of national developing a mentoring team model with adaptations for each site; identifying local business partners; and developing a dedicated project Web site. Three appendixes present: the overall 5-year project objectives and progress indicators; year 1 project activities and evaluation tasks; and a description of the project. (SM)

ED 448 132   SP 039 645

Groves, Fred; Pugh, Ava
Cognitive Illusions as Hindrances to Learning Complex Environmental Issues.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Environmental Education; Global Warming; Higher Education; *Science Education
IDENTIFIERS- *Ozone Depletion

This study examined the effectiveness of an environmental science course for teaching college students about the ozone depletion problem. In the spring of 2000, students in the course, "Life in the Environment," were pretested and posttested with a 38-item questionnaire consisting of 3 sets of Likert-style statements plus multiple choice questions. The first set of questions focused on the results of ozone depletion. The second set focused on causes of ozone depletion. The third set targeted ways to lessen ozone depletion. Five of the multiple choice questions targeted factual information, and the last two focused on opinions. Overall, posttest scores were lower than pretest scores. Students showed a strong tendency to conflate cause and effect relationships between several different environmental issues which were really not related. This was especially pronounced for global warming and ozone depletion. The results reveal the difficulty in guiding students to construct proper concepts for complex subject matter by means of traditional, direct instruction methods. The questionnaire, which makes up the majority of the document, is appended. (SM)

ED 448 133   SP 039 646

Hannon, Kathleen; Randolph, Amanda
Collaborations between Museum Educators and Classroom Teachers: Partnerships, Curricula, and Student Understanding.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Planning; Cooperative Programs; Curriculum Development; Elementary Secondary Education; Faculty Development; Field Trips; *Museums; *Partnerships in Education; Teachers; Teaching Methods
IDENTIFIERS- *Museum Educators; Virginia

This study investigated how and to what extent classroom teachers collaborated with museums in order to enrich their curriculum and student understanding. Researchers reviewed the literature, interviewed seven museum educators regarding their

Consortium (INTASC) Assessments for Effective Urban Teachers: Findings and Implications for Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Cultural Awareness; Cultural Differences; *Culturally Relevant Education; Diversity (Student); Elementary Secondary Education; *National Standards; Portfolio Assessment; Teacher Attitudes; *Teacher Evaluation; Teacher Student Relationship; Test Bias; *Test Validity; *Urban Teaching
IDENTIFIERS- Interstate New Teacher Assess and Support Consort; National Board for Professional Teaching Standards

This paper examines the practice of successful urban teachers, exploring the validity of National Board for Professional Teaching Standards (NBPTS) and Interstate New Teacher Assessment and Support Consortium (INTASC) urban teacher assessments. Results from a literature review and empirical evidence indicate that successful teaching occurs when teachers and students share background and cultural experiences. Teachers who understand students' cultural attributes more readily link classroom content with student experience. Successful teachers emphasize the whole child and know their students' cultural norms. Culturally relevant teachers make demands for academic success for all students rather than making assumptions about at-risk students. They work deliberately to blur the borders between themselves and their students and help students develop counter knowledge that challenges the status quo. The NBPTS adopted a model of assessment that includes both portfolio and assessment center exercises. Currently, characteristics outlined in this paper are not well represented in NBPTS Early Adolescent/English Language Arts assessment. NBPTS assessments have been found to have an adverse impact with respect to race. In the case of INTASC, the use of assessment is quite limited, and the number of urban teachers taking the assessment has not been made available to researchers. (Contains 29 references.) (SM)

ED 448 153 SP 039 682

Serpell, Zewelanji; Bozeman, Leslie A.
Beginning Teacher Induction: A Report on Beginning Teacher Effectiveness and Retention.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; *Mentors; Program Effectiveness; Program Evaluation; Teacher Effectiveness; Teacher Persistence; Teacher Role
IDENTIFIERS- California; Canada; Idaho; Montana; North Carolina; Texas; Wisconsin

National statistics show a rise in the number of beginning

ED 448 174 TM 032 135

Tanguma, Jesus
A Review of the Literature on Missing Data.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Data Analysis; Literature Reviews; *Regression (Statistics); *Research Methodology
IDENTIFIERS- *Imputation; *Missing Data

This paper reviews the literature on methods for dealing with missing data, discusses four commonly used methods, and illustrates these approaches with a small hypothetical data set. Most studies contain some missing data, and the reasons data are missing are many and varied. Four commonly used methods have been identified in the literature: (1) listwise deletion; (2) pairwise deletion; (3) mean imputation; and (4) regression imputation. Listwise deletion, which is the default in some statistical packages (e.g., the Statistical Package for the Social Sciences and the Statistical Analysis System), is the most commonly used method, also by default. However, because listwise deletion eliminates all cases for a participant missing data on any predictor or criterion variable, it is not the most effective method. Pairwise deletion uses those observations that have no missing values to compute the correlations. Thus, it preserves information that would have been lost when using listwise deletion. However, since different sample sizes go into the computing of the correlations, the resulting correlation matrix may not be positive definite (a mathematical condition required to invert the correlation matrix). In mean imputation, the mean for a particular variable, computed from available cases, is substituted in place of missing data values on the remaining cases. This allows the researcher to use the rest of the participant's data. When using a regression-based procedure to estimate the missing values, the estimation takes into account the relationships among the variables. Thus, substitution by regression is more statistically efficient. (Contains 1 figure, 7 tables, and 15 references.) (Author/SLD)

ED 448 175 TM 032 136

Barnette, J. Jackson; McLean, James E.
The Corrected Eta-Squared Coefficient: A Value Added Approach.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Monte Carlo Methods; *Sampling; *Statistical Bias
IDENTIFIERS- *Value Added Model

Eta-Squared (ES) is often used as a measure of strength of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Block Scheduling; *Core Curriculum; *Course Selection (Students); *High School Students; High Schools; *Time Factors (Learning)

The hypothesis of this study was that student course-taking on the block schedules contributes to the comprehensive nature of the high school and the differentiated curriculum. Because of the shift of time associated with the block schedule, it was hypothesized that students would spend significantly less time studying the core academic curriculum, and more time studying noncore subjects. The study also hypothesizes the amount of time a student spends studying the academic core curriculum is a predictor of success on a test of postsecondary readiness. A proportional stratified random sample of 288 transcripts was selected from the graduating classes of one high school with a recently adopted alternating day A/B block schedule and one high school using a 4x4 semester block schedule. The results call into question the importance of the delivery of curriculum evolving with the implementation of block scheduling. In these schools, the block schedule has created a time shift, rather than a credit shift, away from core academic subjects to elective areas. The regression indicates that this time shift can be harmful to student achievement since the hours spent studying the academic core proved to be a strong predictor of success on tests like the ACT Assessment. While the raw achievement data are mixed, a general decline in test scores is evident in mathematics, especially among students studying a rigorous precollege curriculum. Schools that embrace block scheduling to increase achievement by adjusting the learning time are using the block schedule as it was intended to be used, but those that are using block scheduling to give students increased opportunities to take electives are putting aside a rigorous academic curriculum. Four appendixes contain graduation requirements for both schools, school day schedules, ACT scores for both schools, and regression analysis tables. (Contains 6 tables and 53 references.) (SLD)

ED 448 195 TM 032 225

Buckendahl, Chad W.; Impara, James C.; Plake, Barbara S.
Computing Composite Scale Scores for Accountability: A Validation Study of Nebraska's District Evaluation Model.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Classification; Comparative Analysis; Elementary Secondary Education; Evaluation Methods; Performance Factors; *Scaling; School Districts; *School Effectiveness; State Programs; Testing Programs; Validity
IDENTIFIERS- *Composite Scores; *Nebraska

Because districts in Nebraska are not measured on common instruments, comparisons are difficult. This study examined a district evaluation strategy that classifies districts into school performance ratings (SPR) based on a combination of three factors. Student performance and non-cognitive indicator data for three grade levels and two content areas from school districts in a southern state were used. Analyses comparing classification decision consistency for three mathematical models were conducted using Spearman rank order correlations

CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 9p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Employed Parents; Family Characteristics; *Family Income; *Low Income Groups; *Wages; Working Hours
IDENTIFIERS- *Working Poor

This brief uses data from the 1997 National Survey of America's Families to count the number of people living in low-income working families and to describe their personal characteristics and jobs. It examines: what low-income working families are; who the family members are; and how much low-income workers work and at what jobs. One in six nonelderly Americans lives in a working low-income family (having income below twice the federal poverty level and all adults working at least half-time). Almost two-thirds of low-income families include children and two adults. The major differences between incomes of working low-income families and higher-income families are substantially lower hourly earnings plus fewer secondary workers and lower work effort among secondary workers. If all prime-age adults worked full-time, full-year, about one-fifth of working low-income families would become higher-income families, and more than one-third of other low-income families would become working low-income families. Even if policies promoting work successfully increase work effort, many people will still live in working low-income families. Lifting working families above the poverty level requires better wages and work supports. (SM)

ED 448 217 UD 033 871

Bowman, Diana, Comp.; Bundy, Atticia, Comp.; Peoples, Abigail, Comp.
National Symposium on Transportation for Homeless Children and Youth. Proceedings of the Annual Meeting (Williamsburg, Virginia, February 20-21, 2000).
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Bus Transportation; Consciousness Raising; Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; *Homeless People; School Districts
IDENTIFIERS- *Barriers to Participation; Elementary Secondary Education Act Title I; Individuals with Disabilities Education Act; Stewart B McKinney Homeless Assistance Act 1987

In February 2000, the National Center for Homeless Education convened 25 experts to examine issues pertaining to the transportation of homeless students in a move to ensure their access to education. In a variety of presentations and discussions, participants examined and analyzed the complex issues surrounding transporting homeless students. The meeting addressed the following issues: barriers to transportation for state, and local legislation. The summary also describes a nationwide assessment of youth gang prevention, intervention, and suppression programs sponsored by the Office of Juvenile Justice and Delinquency Prevention. The summary debunks stereotypes surrounding youth gang members and provides research-based recommendations for enhancing the effectiveness of youth gang programs and strategies. A directory of programs, strategies, and organizations, and an index are attached. (Contains 5 tables, 5 figures, and 243 references.) (SLD)

ED 448 236   UD 033 893

Transforming Neighborhoods into Family-Supporting Environments: Evaluation Issues and Challenges. Report of the Annie E. Casey Foundation's Research and Evaluation Conference (Baltimore, Maryland, March 1999).
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Development; *Evaluation Methods; *Family Programs; Family Status; *Neighborhood Improvement; *Program Evaluation; Technical Assistance

The Annie E. Casey Foundation's fourth conference occurred as the Foundation launched a new neighborhood transformation and family development strategy centered on strengthening families. This conference summary presents discussions of the major themes from the conference. Section 1, "Understanding the Connection between Families and Communities," explores how neighborhood resources and characteristics can impact a family's efforts to raise its children. Section 2, "Evaluating Initiatives That Strengthen Families and Build Communities," describes the challenges facing evaluators of neighborhood- and family-building initiatives, the issues involved in providing technical assistance on evaluation, and tactics for presenting data in useful and compelling ways. Section 3, "Lessons for Future Initiatives and Evaluations," concludes the summary with lessons and recommendations proposed by the participants. Appendixes contain the conference agenda, transcripts of two keynote addresses, and a list of participants. The keynote addresses (not titled) were by Angela Blackwell and Felton Earls. (SLD)

ED 448 237   UD 033 894

Novotney, Laurence C.; Mertinko, Elizabeth; Lange, James; Baker, Tara Kelley
Juvenile Mentoring Program: A Progress Review. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delinquency; Disadvantaged Youth; *High Risk Students; Juvenile Gangs; *Mentors; Prevention; Program Evaluation; Secondary Education; Tutorial Programs; Urban Youth; *Youth Programs

The greatest support offered by the Office of Juvenile Justice and Delinquency Prevention for youth mentoring has been through the Juvenile Mentoring Program (JUMP), which provides one-to-one mentoring for youth at risk of delinquency, gang involvement, educational failure, or dropping out of school.

Community and Home Access for Mississippi Parents and Students project, which was designed to combat white flight, improve academic performance on standardized reading tests, and increase access to technology. Project components included the Accelerated Reader Program, supported by computer software and designed to promote in-class and outside reading; promotion of parent-to-student reading at home and in school; extensive infusion of technology in classrooms and homes (via a computer loan program), coupled with teacher and parent computer training; community outreach programs to enhance school efforts and promote school image; and diversity training for parents, staff, teachers, and the community. Evaluation included examination of: minority isolation; student achievement; hours students spent reading; hours parents spent with students reading or using the computer; hours that students interacted with technology at school; and parent satisfaction with the availability and use of technology at school. Data from parent and student surveys, students' achievement scores, and court reports on minority isolation indicated that there was positive movement in all of the goals except minority isolation, which increased rather than decreased. The questionnaires are appended. (SM)

ED 448 257 UD 033 916

Burlingame, Phyllida; Hutson, Rutledge; Levin-Epstein, Jodie
Making the Link: Pregnancy Prevention and the New Welfare Era.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Public Welfare Foundation, Washington, DC.; Open Society Inst., New York, NY.
PUB DATE- 99
NOTE- 88p.; Funding also provided by the Nathan Cummings Foundation and the Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; Early Parenthood; *Family Planning; *Females; Outreach Programs; *Pregnancy; State Government; *Unwed Mothers; Welfare Recipients; *Welfare Services
IDENTIFIERS- California; Georgia; *Risk Reduction; Washington

This report offers strategies to prevent unintended pregnancy in an era when the nation's welfare program has a changed mission, more money, and greater reach. The report discusses types of links between welfare offices and family planning services being developed in California, Georgia, and Washington, identifying barriers and challenges to developing links and noting possible solutions. Part 1 defines the link, providing a lexicon for the different ways that welfare agencies might interact with other agencies working on unintended pregnancy. It also summarizes links that have already been established in the three states. It concludes by discussing why states should consider linking welfare and family planning, noting challenges in making the links work and looking at key design questions to consider when formulating new or expanded programs. Part 2 offers the full story of the three states' initiatives, focusing on the history and development of the initiatives, elements of the initiatives, and local implementation. California has a large variety of links at different levels of government and among different agencies. Georgia spends welfare funds on an adolescent pregnancy prevention initiative. Washington has implemented a unified vision of co-location and improved access to voluntary pregnancy prevention services. (SM) action is devastating. They are no substitute for strong race-conscious affirmative action, though they directly highlight the failure of states to ensure an equal education for poor, minority students. Civil rights activists must insist that states fix K-12 education now and that while working to repair education, politicians not slam the doors for those who can do academic work now. Attached are Florida's and California's plans and enrollment data. (SM)

ED 447 759 HE 033 603

Pitter, Gita Wijesinghe
New Offerings for a New Era: Evaluating the Viability of New Degree Programs.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Higher Education; Program Content; Program Evaluation; *Program Proposals; *Program Validation; Standards
IDENTIFIERS- State University System of Florida

This paper presents the methodology developed by the State University System of Florida (SUS) to propose new programs and evaluate their viability prior to approval. Universities must initially request that programs for development be placed on the 5-year strategic plan. Once on the SUS strategic plan, universities may submit proposals following a prescribed format that includes: program description; institutional mission; planning process and timetable; assessment of need and demand; curriculum; institutional capability; assessment of impact on programs currently offered; community college articulation; assessment of applicable accreditation standards; and productivity. A review format consisting of 25 criteria (and standards for each criteria) is used. Once a proposal is submitted, Board action on new degree proposals consists of one of the following: no action, no action with an invitation to resubmit, planning authorization, and implementation authorization. Universities must demonstrate through the proposals that sufficient resources have been committed to the program to ensure its quality. A new system to follow up on programs through the program review process is being developed. Appended are: the new degree proposal format; criteria and standards for evaluating new degree proposals; and a sample chart of ratings on the 25 criteria. (Contains 10 references.) (SM)

ED 447 760 HE 033 604

Fiscal Year 2002 Higher Education Budget Recommendations. Implementing the Illinois Commitment: Partnerships, Opportunities, and Excellence.
PUB DATE- 00
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Capital Outlay (for Fixed Assets); *Educational Finance; Facility Improvement; Grants; Higher Education; *Operating Expenses
IDENTIFIERS- Capital Improvements Programming; *Illinois

section, and costs are described in the sixth section. Appendices include a review of research on technology in schools, a discussion of integrating technology in specific program areas, a list of references, and a list of members of the Committee on Technology in Education of the Maryland Business Roundtable for Education. (MES)

ED 447 781 IR 020 402

The Power of Digital Learning: Integrating Digital Content. The CEO Forum School Technology and Readiness Report, Year Three.
PUB DATE- 00
NOTE- 40p.; For year two report, see ED 428 747. The STaR chart contains small type that may not be legible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Technology; Elementary Secondary Education; Professional Development
IDENTIFIERS- Learning Environments; *Technology Integration

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st century skills. Section 1 presents a vision for digital learning. The power of digital learning is discussed in Section 2, including the need for digital learning, the power and potential of digital learning, reasons why digital content is essential to digital learning, digital learning environments, digital learning develops 21st century skills, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content. The following steps to integrate digital content effectively are presented in Section 3: (1) identify educational goals and link digital content to those objectives; (2) select the student outcomes and performance standards that will be achieved by digital content; and (3) measure and evaluate outcomes against standards and adjust accordingly. This section also includes two recommendations regarding digital content: perform a digital content inventory and increase investment in digital content. Section 4 presents a tool for self-assessment. Appendices include Year 3 statistics, "A Call for Equity," resources to help integrate digital content, ISTE (International Society for Technology in Education) and SCANS (Secretary of Labor's Commission on Achieving Necessary Skills) skills and standards. (Contains 30 references.) (MES)

ED 447 782 IR 020 403

Bourdeau, Jacqueline, Ed.; Heller, Rachelle, Ed.
ED-MEDIA 2000 World Conference on Educational Multimedia, Hypermedia & Telecommunications. Proceedings (12th, Montreal, Quebec, Canada, June 26-July 1, 2000).
PUB DATE- 00
NOTE- 1839p.; The ED-MEDIA 2000 CD contains the last five proceedings (1996-2000) books published by the Association for the Advancement of Commputing in Education (AACE).
LANGUAGE- English
EDRS Price- MF16/PC74 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Authoring Aids (Programming); Computer Assisted Instruction; Computer Uses in Education; Distance Education;

IDENTIFIERS- *British Columbia; Computer Use; Computer Users; *Technology Integration; Video Teleconferencing

The Articulation Committee Telecommunication project was undertaken to assess how communications technologies are currently being used to facilitate articulation committee business across the province of British Columbia (BC). The project provided an opportunity to determine the level of use of communications technologies such as e-mail, list servers, Web sites, audioconferencing, and videoconferencing among typical instructors within the B.C. postsecondary system. The project also provided the means for determining what these instructors or users perceive to be the benefits and barriers to increasing their use of advanced telecommunications. Pilot projects and the results of the articulation committee survey indicate that technologies such as fax, telephone, postal service, and e-mail were identified as being relatively widely used. Audio conferencing, list servers and Web sites were identified as being emergent, with many committees expressing a desire to increase their use of these technologies. Minimal interest was indicated for use of videoconferencing and desktop videoconferencing. The survey of articulation committees provided data for determining the barriers to increasing the use of telecommunications technologies. These benchmark data form the basis for the recommendations to the B.C. Council on Admissions and Transfer (BCCAT), the Center for Curriculum, Transfer and Technology (C2T2), postsecondary institutions, and articulation committee members and chairs. These recommendations provide practical steps for how these stakeholders can work together to reduce barriers to effective implementation and use of telecommunications. Explicitly the project highlights that technologies have the potential to enhance the processes associated with articulation committee business, but they cannot replace face-to-face meetings. Appendices include the Articulation Committee questionnaire and list of respondents; list of resources and annotated resources; description of videoconference pilot and cost analysis; and acknowledgements. (AEF)

ED 447 801   IR 020 432

Mitchell, Kevin, Ed.
A Developmental Path to Reading: Reading the Signs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; Early Reading; Internet; *Parent Role; Phonics; Preschool Education; Primary Education; *Reading Instruction; Reading Processes; Reading Programs; *Reading Skills; Young Children
IDENTIFIERS- ERIC

This issue focuses on the developmental path that children typically take when learning to read. The purpose is to help parents take steps to ensure that their children will make the transition from learning to read to reading to learn by the end of third grade. An introductory section includes two articles: "Parents, Children, and Reading" (Carol Boston) and "Some Commonly Used Terms Related to Reading" (Susan B. Neuman, Carol

Proficiencies for Electronic Resources; (5) Square Pegs in Round Holes: Vacant Positions and Staff Expectations; (6) Is the Customer Always Right? (7) The World According to Stanley: Working with Difficult Employees; and (8) We're Doing What? Reference Around the Clock. (AEF)

ED 447 819   IR 057 930

Schrock, Kathleen, Ed.
The Technology Connection: Building a Successful Library Media Program. Professional Growth Series R .
PUB DATE- 00
NOTE- 244p.; A publication of The Book Report & Library Talk Professional Growth Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Information Technology; *Librarians; Library Administration; *Library Development; *Library Planning; *Media Specialists; *School Libraries; Strategic Planning
IDENTIFIERS- Technology Implementation; Technology Integration

This book brings together articles that have appeared in "Technology Connection," "Library Talk," and "The Book Report" magazines over the past five years. All of the articles have important tips, tricks, techniques, and suggestions for building a successful library media program. The book is divided into six chapters, each dealing with a different aspect of the "building" process. Chapter 1 "Drawing the Plans: Library Media Specialist as Architect" includes articles that inspire and validate the library media specialist's role in the school: tips for dealing with change and the stress accompanying it, plans and ideas for Internet access, volunteer help, and more. Chapter 2 "Gathering the Tools: Library Media Specialist as General Contractor" includes articles dealing with the "nitty-gritty" details of setting up a technology-rich library media program. Topics cover everything from the correct height of a computer desk, to funding sources and grant writing, to technology maintenance and networking strategies. Chapter 3 "Sound Footing: The Library Media Specialist Builds the Foundation" deals with the library media specialist's role as teacher collaborator and as professional development provider for the staff in the areas of technology and information literacy. Articles present rationale, ideas, examples of successful practices, and checklists of skills needed both by teachers and library media specialists. Teaching the research skills students need to survive in an information-rich world is the subject of Chapter 4 "Building the Structure: The Library Media Specialist as Carpenter." Articles include suggestions for teaching all of the necessary lifelong information skills, as well as ethical technology behavior, multimedia presentation skills, and more. Chapter 5 "Inspections: The Library Media Specialist as Building Inspector" includes articles dealing with the singular skill of critical evaluation of Internet resources. The articles contain tips and checklists for helping students determine the authority, authenticity, and applicability of information they find. Chapter 6 "The Open House: Library Media Specialist as Host/Hostess" includes articles dealing with library media issues that complicate movement within the system; and with little modification, the research utility of this instrument to capture the type of transfer problems students encounter, the relative frequency of these problems, the weight students place on the seriousness of these problems, and what students feel the causes for the problems were can be markedly enhanced. Recommendations include: a proposed revision to the question on transfer of credits in the BC colleges and institutes Student Outcomes Survey; and a comprehensive analysis involving the transfer process, student perceptions, how transfer requests are actually assessed at institutions, and what information is available and how accessible it is. The survey questionnaire is appended. (Contains 11 references.) (VWC)

ED 447 838   JC 000 739

Crane, Laura R.; Gustafson, Jean-Louise; Poziemski, Christine
Motivational Aspects of Reading and Its Measurement in Community College Students. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 45p.; Presented at Association for Institutional Research (AIR) Annual Meeting (40th, Cincinnati, OH, May 21-24, 2000). Based on "Motivational Aspects of Reading in Community College Students" Presented at the Illinois Association for Institutional Research (November 5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Educationally Disadvantaged; Evaluation Methods; *Reading Motivation; *Reading Strategies; *Student Attitudes; Student Surveys; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *William Rainey Harper College IL

This paper describes the development of a survey instrument to measure motivational aspects of reading and the use of reading strategies. The 28-item reading survey measured three factors: value, self-concept, and reading strategies. Factor analyses were run to confirm the existence of the three factors. The reading survey was administered to all developmental reading and English students and to students enrolled in freshman-level English classes at the beginning of the fall 1999 semester at William Rainey Harper College (Illinois). Results indicated that students with developmental-level course placements had lower mean scores on all three scales than students placed in college-level courses. Additionally, there was a slight, but significant, positive correlation between reading survey scale scores and the COMPASS reading and writing subtest scores. Another interesting finding was the difference among value scale scores for first-time students and continuing-college students. First-time students tended to value reading less than more experienced college students. There were gender and ethnic mean differences on the reading scales. There were also ethnic differences, but they were not straightforward. There was evidence that students who obtained higher grades valued reading more as measured by the scale. By the end of the fall semester, students in reading courses had attained scores no different from scores of students in English courses who had not been required to take a reading course. The 36 survey questions, from which the final 28 questions were selected through the factor analysis, are presented. (Contains 19 references.) (VWC)

ED 447 839   JC 010 000

community college districts, the Lamar University lower-division institutions, and the Texas State Technical College System); and federal financial assistance (50 community college districts). Section 2 provides a one page snapshot of summary statistics for each of the 74 public community and technical colleges in Texas, including the following: primary service area population; district assessed valuation and tax rate; district total education and general fund expenditures; total course-based remediation appropriations; full-time vs. part-time faculty; student characteristics (college and statewide comparison of total headcount, average age, percentages of academic majors and technical majors, gender and ethnicity), full-time student equivalent enrollment by academic and technical programs and by in-district and out-of-district; number and levels of college technical programs offered; and college degrees and certificates conferred. (PGS)

ED 447 859 JC 010 025

Kuo, Elaine W.
English as a Second Language: Program Approaches at Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Second Language Programs; *Community Colleges; *English (Second Language); Program Effectiveness; *Second Language Instruction; Success; Two Year Colleges

This digest presents an overview of English as a Second Language (ESL) curriculum, discussing various approaches and assessment efforts at community colleges, and examining some current issues facing ESL instruction. Although the general goals of ESL programs are similar, instruction within community colleges is not standardized. Different approaches to structuring ESL programs have yielded the following: (1) a well-conceptualized ESL curriculum incorporates students' experience and provides a holistic approach to learning the course material including tips on how to survive the "culture of the academy"; (2) research on developmental curriculum and pedagogy have helped develop use of paired classes, language and computer labs, and distance education, with certified bilingual instructors teaching math, science, art, social sciences and English; and (3) trained ESL tutors can contribute greatly to students' success. Assessment efforts of ESL program performance are often complicated by a variety of program offerings and a diverse student body. Standardization between different community college programs is rare. ESL issues and challenges include awarding of course credit, course funding mechanisms, student access to financial aid and debate over which educational institutions should be responsible for providing ESL instruction. Contains 10 references. (PGS)

ED 447 860 JC 010 027

College Profiles, 1999: Public Community and Technical Colleges of Texas.
PUB DATE- 99
NOTE- 86p.

(College); Two Year Colleges
IDENTIFIERS- *California Community Colleges

The focus of this post-hoc descriptive study is to present comparative data pertaining to the differences, if any, in defined outcomes among full-time Extended Opportunities Programs and Services (EOPS) and the total cohort of full-time students in the California Community Colleges Student-Right-To-Know (SRTK) database for 1994-95 and 1995-96. The data for both years show that females comprised a statistically significant greater proportion of the EOPS population. Similarly, the EOPS population showed a significantly greater proportion of minority students. EOPS students significantly exceeded the population statistics for attainment of degrees and/or certificates. There were distinctive patterns of attainment among sub-groups pertaining to awards. The 1994-95 EOPS students attained a slightly higher proportion of AA and AS degrees during the follow-up period than the total population, while in the 1995-96 population, EOPS students attained a slightly higher percentage of certificates. In both years, the total population showed about 1% higher proportions of transfer preparedness than did the EOPS population. Among the 1994-95 population, non-EOPS students showed a 5.73% higher rate of overall transfer than did the total cohort. The difference in the following year's population was 7.43% in favor of the non-EOPS population. In each case, the critical pattern was found to be in transfer to four-year colleges and universities. (VHC)

ED 447 881 JC 010 048

Beaumier, Jean-Paul; Marchand, Claude; Simoneau, Richard
L'evaluation Institutionnelle Guide (Institutional Evaluation Guide).
PUB DATE- 00
NOTE- 33p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Educational Objectives; *High Schools; *Higher Education; *Organizational Objectives; Planning Commissions; Two Year Colleges
IDENTIFIERS- *Quebec

In Quebec, the Commission for High School Evaluation and Information was started in 1993. This autonomous organization was created in order to benefit and aid the internal structure, workings, and pedagogical practices of both private and public schools in Quebec. The central commission is comprised of various educators and education coordinators. The commission has stated three major objectives for both themselves and for colleges in the local area. Objectives one and two are based within the scope of the actual colleges' organizational and institutional frameworks, thus pertaining to the realization of their institutional goals, and the results obtained within their specific cultural criterion. The tertiary objective of the committee is to evaluate institutions in their justification for their system of academic advancement and organization. The bulletin published details of both internal and external processes involved in the intercommunication of both colleges and the commission. The specified arenas for internal growth are detailed in order that individual colleges be allowed autonomy and yet continuous support, monitoring, and guidance from the commission. This document contains appendices

Elias, Maurice J.; Tobias, Steven E.; Friedlander, Brian S.
Raising Emotionally Intelligent Teenagers: Parenting with Love, Laughter, and Limits.
PUB DATE- 00
NOTE- 257p.; "With a foreword by Gotham Chopra."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Child Rearing; Childhood Needs; Coping; *Emotional Development; Family Environment; *Parent Child Relationship; Parent Education; Parenting Skills; Social Development; *Stress Management
IDENTIFIERS- *Emotional Intelligence

Based on the formula of love, laughter, limits, and linkages, this book presents practical, parent-tested ways parents can help their adolescent children become emotionally intelligent. The book is presented in three parts. Part 1 concerns parent preparation for raising an emotionally intelligent teenager, discusses the importance of parenting by choice rather than by chance, and presents a model of parenting using love, laughter, limits, and linkages to meet teenagers' essential developmental needs for appreciation, belonging, competencies, confidence, and contributions. This part also examines how to make one's house an oasis against stress. Part 2 presents the tools for putting the parenting ideas into action, focusing on parental skills of evaluating, selecting, and proceeding when interacting with teens in stressful situations. This part also identifies signals given by teens to let their parents know their feelings and their needs. Part 3 contains examples of how parents have used the tool kit with their own teenagers and includes vignettes with parent-child dialogues to illustrate how the tools are used in real-world, complicated situations. The boundaries between unusual and worrisome teenage behavior are also explored, with advice for parents on obtaining professional opinions. The final chapter of the book is intended for parents and teenagers to read together, focusing on the emotions of being a teenager. Appended is a discussion of emotionally intelligent parenting circles and networks, an outline for conducting emotionally intelligent parenting circles, and guidelines for reading and for leading discussions. (Lists 28 recommended readings.) (KB)

ED 447 902   PS 028 981

Charnov, Diane J.; Rutsch, Carolyn
Making a Difference: A Parent's Guide to Advocacy and Community Action.
PUB DATE- 00
NOTE- 113p.; Produced in partnership with the Open Society Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Change Strategies; *Child Advocacy; Children; Citizen Participation; *Community Action; Community Change; Community Involvement; *Community Organizations;

PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Motivation; Professional Development; *Training
IDENTIFIERS- *Caregiver Attitudes; Caregiver Qualifications; *Caregiver Training

This study sought to determine if family child care providers and center caregivers: (1) seek training for different reasons; (2) hold varying opinions regarding the best source of training according to content area; (3) demonstrate differences in training content obtained; and (4) use different training sources for a variety of training topics. Data were gathered from a mailed survey of licensed family child care and day care center providers in a Midwestern state. Findings indicated differences between family providers and center caregivers. Family providers value and depend more upon resource and referral agencies than do center caregivers; conferences, inservice training, and college courses were consistently preferred by center caregivers. Also center caregivers were more likely to have received training in a variety of content areas than were family providers. (Includes 4 data tables. Contains 12 references.) (EV)

ED 447 921 PS 029 018

Child Health USA, 2000.
PUB DATE- 00
NOTE- 83p.; For 1999 edition, see ED 438 063.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Demography; Early Parenthood; Employed Parents; Health Behavior; Health Care Costs; *Health Needs; *Incidence; Infant Mortality; Infants; Mortality Rate; Mothers; Municipalities; Poverty; Prenatal Care; *Social Indicators; Tables (Data)
IDENTIFIERS- Healthy People 2010; *Indicators; Medicaid; Vaccination

Intended to inform policymaking in the public and private sectors, this booklet compiles secondary data for 59 health status indicators. The book provides both graphical and textual summaries of data and addresses long-term trends where applicable. Data are presented for the target populations of Title V funding: infants, children, adolescents, children with special health care needs, and women of childbearing age. In addition to health status, the book addresses health services utilization and population characteristics. Following the introduction, which discusses trends and issues in children's health, the booklet has six sections: (1) "Population Characteristics," including children in poverty, maternal age, working mothers, and school dropouts; (2) "Health Status," discussing the health issues related to infants, children, and adolescents; (3) "Health Services and Utilization," including health care financing, vaccination coverage levels, physician visits, service utilization by children with chronic conditions, hospital utilization, and prenatal care; (4) "State-tobacco, marijuana, alcohol, and cocaine); (4) physical fitness; (5) obesity in low-income children; (6) teen pregnancy; (7) insurance coverage (Health Choice enrollment, Medicaid enrollment, and uninsured); (8) Medicaid preventive care; (9) infant mortality; (10) low birthweight infants; (11) prenatal care; (12) immunization rates; and (13) communicable diseases (congenital syphilis, AIDS, and tuberculosis). The report notes that most indicators showed progress during the late 1990s, with some at their best levels ever recorded: infant and child death rates, uninsured rates, teen pregnancy rate, immunization rate, the percent of young children screened for lead poisoning, and the number of young children receiving early intervention services. Other indicators, including child abuse and neglect, asthma, obesity in low-income children, and the use of alcohol, tobacco, and illegal substances, remain extremely worrisome. Grades are assigned for each indicator based either on the percentage change in an indicator's current data in relation to the same indicator in a prior year, or on a general consensus among the sponsoring organizations. The report concludes with data notes and definitions. (KB)

ED 447 940 PS 029 044

Campbell, Nancy Duff; Entmacher, Joan; Boggess, Jacquelyn; Pate, David
Family Ties: Improving Paternity Establishment Practices and Procedures for Low-Income Mothers, Fathers and Children. Reaching Common Ground.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fannie Mae Foundation, Washington, DC.; Levi Strauss Foundation, Inc., San Francisco, CA.; Eugene and Agnes E. Meyer Foundation, Washington, DC.; Ms. Foundation for Women.; Rockefeller Family Fund, Inc., New York, NY.; Rosenberg Foundation, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 40p.; Additional funding provided by the Cafritz Foundation, the Norman Foundation, and the Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Support; *Child Welfare; Children; Childrens Rights; *Family (Sociological Unit); *Fathers; *Low Income Groups; Mothers; *Parent Child Relationship; Parent Responsibility; Policy Analysis; *Public Policy; Welfare Recipients
IDENTIFIERS- Coparenting; *Paternity Establishment; Personal Responsibility and Work Opp Recon Act; Welfare Reform

Low-income mothers and fathers often share a desire to support their children, but current government policies may pit parents against each other, often to the detriment of their children. This report sets out a shared public policy agenda for newly elected leaders at all levels of U.S. government as part of the Common Ground Project, designed to advance public policy recommendations, to promote effective coparenting relationships, and to ensure emotional and financial support for children. The report is based on the recommendations generated at a meeting of public policy advocates, practitioners, researchers, and staff of the National Women's Law Center and the Center of Fathers, Families and Public Policy. Part 1 of the report presents the goals of the Common Ground Project, with the initial focus on paternity establishment as a gateway to other child support and related family law issues. Part 2 discusses the changing law of

Barbara; Glazerman, Steven; Gleason, Philip; Heaviside, Sheila; Kung, Susanna; Meckstroth, Alicia; Murphy, J. Michael; Ohls, Jim
Universal-Free School Breakfast Program Evaluation Design Project: Final Evaluation Design.
SPONS. AGENCY- Food and Nutrition Service (USDA), Alexandria, VA. Office of Analysis and Evaluation.
PUB DATE- 99
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; *Children; Elementary Education; Elementary School Students; Evaluation Methods; Evaluation Problems; *Nutrition; Pilot Projects; Program Effectiveness; *Program Evaluation; *Research Design
IDENTIFIERS- *Universal School Breakfast Program; William F Goodling Child Nutrition Reauth Act 1998

The Child Nutrition Act of 1998 authorized demonstration pilot projects in up to six school food authorities and a rigorous evaluation to assess the effects of providing free school breakfasts to elementary school children. This report describes the evaluation strategy and data collection plans. Part 1 of the report provides background information, describes the school breakfast program (SBP), summarizes the literature on breakfast and learning, and discusses the rationale for the Universal-Free School Breakfast Program (USBP). This part also identifies the requirements of the demonstration and evaluation, provides a conceptual framework of how participation in a USBP may affect student outcomes, and provides an overview of the full set of evaluation design components. Part 2 describes the design for the impact study. Research questions and hypotheses to be tested are discussed, as are outcomes and measures that will be used to assess program effectiveness. This part also describes the approach for evaluating the USBP demonstration programs, discusses evaluation and sampling design issues and strategies, presents an analysis plan for assessing program impacts, and describes data collection plans. Part 3 presents the approach for conducting the implementation study of the USBP pilot project, describing study topics and research questions and outlining plans for process data collection. Part 4 provides an assessment of the feasibility of implementing the preferred evaluation design. This part reviews the statistical precision achieved, provides an estimate of the demonstration costs, and identifies strengths, weaknesses, and risks. (Contains 67 references.) (KB)

ED 447 960 PS 029 071

Bergen, Doris; Reid, Rebecca; Torelli, Louis
Educating and Caring for Very Young Children: The Infant/Toddler Curriculum. Early Childhood Education Series.
PUB DATE- 01
NOTE- 208p.; Foreword by Bettye Caldwell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Case Studies; Child Development; *Day Care; Family Influence; Individual Instruction; Infant Behavior; *Infants; Parents; *Play; *Preschool Curriculum; *Preschool Education; Social Influences;

cooperative learning approaches, including increases in conceptual achievement, critical and higher-order thinking skills, self-esteem, and positive attitudes towards cultural and racial diversity. New Zealand teachers use direct instructional approaches and identify te reo kori as the content area they are least comfortable teaching. Recommendations include extensive teacher training workshops in te reo kori and the creation of a Maori committee to ensure that te reo kori developments are culturally appropriate, relevant, and meaningful, and comply with Kaupapa Maori principles. (Contains 13 references.) (TD)

ED 447 977   RC 022 490

Farrington, Sally; DiGregorio, Kristie Daniel; Page, Susan
The Things That Matter: Understanding the Factors That Affect the Participation and Retention of Indigenous Students in the Cadigal Program at the Faculty of Health Sciences, University of Sydney.
PUB DATE- 99
NOTE- 25p.; Presented at the Annual Conference of the Australian Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *College Programs; Educational Environment; *Equal Education; Foreign Countries; Higher Education; *Indigenous Populations; Program Descriptions; Racial Bias; School Holding Power; School Orientation; Social Support Groups; *Student Attitudes
IDENTIFIERS- *Aboriginal Australians; Student Support Services; *University of Sydney (Australia)

The School of Indigenous Health Studies at the University of Sydney (Australia) developed the Cadigal Program to improve equity of access and participation for Aboriginal and Torres Strait Islander students. The program allows lower scores on the University Admission Index or Tertiary Entrance Rank for Aboriginal applicants, who typically enter the program with less educational experience in the basic sciences and less experience with academic skills necessary for tertiary study. Researchers examining factors that influence the participation, progression, and retention of Indigenous students in full-time health professional courses at the University of Sydney interviewed a representative sample of Cadigal students. Findings indicate that participants had been very tentative about pursuing higher education. The Cadigal Program's friendly and effective support at the time of application was a deciding factor in entering the program. The program offered: a 2-week orientation program; the option of a reduced load in the first 2 years of enrollment; an academic support program; peer tutoring; and study rooms with computers, textbooks, and anatomical models. Besides the academic support these offerings provided, participants indicated that having a place for Indigenous students to go enabled development of important social and cultural support. The most alarming findings were related to the negative and racist attitudes of non-Indigenous students toward the program. Recommendations include making entry programs like the Cadigal Program more widely known in secondary schools, promoting cultural awareness within the academic community, and assisting Indigenous students to develop strategies for dealing with racism and nonacceptance. (Contains 14 references.) (TD)

IDENTIFIERS- *Dual Principalship; *Pennsylvania

A study examined rural school administrators' perceptions of their jobs and how academic achievement and school climate were affected at rural schools that shared principals, compared to rural schools that had their own principal. Sixteen rural school administrators from across the nation were interviewed about their perceptions of their jobs, and data were gathered on academic achievement and teacher perceptions of school climate from 325 Pennsylvania rural elementary schools. Results indicate that administrators value interacting with students and teachers. They are pleased and proud when students are successful; they are frustrated and concerned when students misbehave or are unsuccessful. Rural administrators want to see firsthand what is happening and be able to respond to situations with a direct, personal touch. The principal's role is changing from the traditional directing role to one of facilitating involvement and collaboration. Data from a statewide test of fifth-grade math and reading showed that out of six comparisons between single-school and multischool principalships, five favored the multischool principalship, although only one showed a significant difference. School climate did not differ between single-school and multischool principalships. Graduate programs should provide at least one course on rural school administration. Multischool principals should counter loss of direct involvement by delegating and sharing accountability and responsibility with staff, students, parents, and the community. Appendices present the study population and student achievement and school climate instruments. (Contains 26 references.) (TD)

ED 447 995   RC 022 706

Bickel, Robert; Howley, Craig; Williams, Tony; Glascock, Catherine
Will the Real "Texas Miracle in Education" Please Stand Up? Grade Span Configuration, Achievement, and Expenditure per Pupil.
SPONS. AGENCY- Rural School and Community Trust, Randolph, VT.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Expenditure per Student; *High Schools; Regression (Statistics); *School Size; Small Schools; *Socioeconomic Status
IDENTIFIERS- *Grade Span Configuration; *Texas; Unit Schools

Research across seven very different states has shown that as schools get larger, the average achievement among economically disadvantaged students declines. A traditionally strong argument against smaller schools, however, is that they are too expensive. Large consolidated schools with narrowly specialized grade spans are typically offered as necessary to save money and to meet the needs of different age groups. This paper examines whether the size-by-socioeconomic status interaction effect proves robust across alternative regression model specifications, as it did across different states. It also explores whether the equity gains associated with smaller schools are incompatible with the need to save money. Data were analyzed for 1,001 Texas high schools, including 116 single-unit schools--K-12 schools that are the only school in their district. Analysis with four different regression model specifications consistently found that increased school size was related to increases in achievement-test-score costs associated with economically disadvantaged students. School size was negatively related to expenditure per pupil, but this

ED 448 013 RC 022 734

Rivkin, Mary S.
Outdoor Experiences for Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Development; Developmentally Appropriate Practices; Early Childhood Education; *Experiential Learning; Facility Requirements; *Outdoor Activities; *Play; *Playgrounds; Primary Education; *Young Children
IDENTIFIERS- ERIC Digests; *School Yards

This digest examines the value of outdoor experience for young children, reasons for its decline, ways to enhance school play spaces, and aspects of developmentally appropriate outdoor environments. Young children appear to benefit from being outdoors and especially need the broad experiential base provided by being outdoors. The richness and novelty of the outdoors stimulates brain development and function. The knowledge gained outdoors provides a foundation for literacy and science learning and can help children to learn to care for the environment. Nevertheless, children now spend most of their time indoors. Unsupervised outdoor play is rare for preschoolers and declining for primary-age children due to various adult fears about safety; the lack of suitable places to play, especially in urban areas; and such indoor attractions as television and computers. Improvements to school yard design and maintenance can allow the use of the outdoor environment to enhance curriculum, demonstrate the value of stewardship to young children, offer opportunities for student projects, create habitats for birds and other creatures, and increase the use of school grounds by teachers and students. Suggestions are offered for designing developmentally appropriate outdoor play spaces for infants, toddlers, preschoolers, and primary children. (Contains 24 references.) (SV)

ED 448 014 RC 022 735

Gibbs, Thomas J.; Howley, Aimee
"World-Class Standards" and Local Pedagogies: Can We Do Both? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Change; Educational Policy; Elementary Secondary Education; *Global Approach; National Standards; *Role of Education; Rural Education; *State Standards
IDENTIFIERS- ERIC Digests; *Place Based Education; *Standardization

A growing movement to ground school curriculum in locally objectives, education standards and skills, and background material for the subject matter. The activity continues with step-by-step instructions and associated graphics to help the educator guide students through the activity in the classroom. Each activity includes student pages, which are as simple as a graphic of the activity and as advanced as a work sheet. They are meant to supplement the educator's presentation, serve as reminders, and inspire students to explore their own creativity. Activities requiring step-by-step assembly include student pages that present the project in a way that can be understood by pre-literate students. Each chapter ends with a section listing suggested interdisciplinary activities. (ASK)

ED 448 039   SE 064 331

Space Shuttle Glider. Educational Brief.
PUB DATE- 00
NOTE- 5p.; Guide produced for grades 5-12.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Elementary Secondary Education; *Experiential Learning; Science Activities; Science Education; *Space Sciences
IDENTIFIERS- *Space Shuttle

Space Shuttle Glider is a scale model of the U.S. Space Shuttle orbiter. The airplane-like orbiter usually remains in Earth orbit for up to two weeks at a time. It normally carries a six- to seven-person crew which includes the mission commander, pilot, and several mission and/or payload specialists who have specialized training associated with the payloads and experiments being flown on that mission. This brief provides a hands-on activity for building a model of the Space Shuttle. (ASK)

ED 448 040   SE 064 332

International Space Station Crew Return Vehicle: X-38. Educational Brief.
PUB DATE- 98
NOTE- 5p.; Guide produced for grades 5-8.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Elementary Secondary Education; *Experiential Learning; Science Activities; Science Education; *Space Sciences

The International Space Station (ISS) will provide the world with an orbiting laboratory that will have long-duration micro-gravity experimentation capability. The crew size for this facility will depend upon the crew return capability. The first crews will consist of three astronauts from Russia and the United States. The crew is limited to three because the Russian Soyuz vehicle that will remain docked to the ISS can only hold three people. It is imperative that the crew members be able to return to Earth if there is a medical emergency or if other complications arise. In development at this time is a Crew Return Vehicle that will be able to hold up to seven crew members. This brief contains an activity to construct a parafoil similar to the one that will be used for the

Haskins, James
Distinguished African American Political and Governmental Leaders.
PUB DATE- 99
NOTE- 314p.; Foreword by Eleanor Holmes Norton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Black Achievement; Black History; *Black Leadership; Civil Rights; *Government Employees; *Leaders; Reference Materials; Research Tools; Secondary Education; Social Studies
IDENTIFIERS- *African Americans; Biodata

This comprehensive directory profiles more than 100 African American political and governmental leaders from the mid-19th century to the present. Each entry includes the following information, where applicable: birth date and place; parents' names and history; current status; education; anecdotes; national or local events; awards and honors; memberships and affiliations; dates and locations of positions and offices held; important achievements and career highlights; quotes; and personal data. The directory is extensively cross-referenced. A bibliography, three appendixes, and an index are included. (BT)

ED 448 066 SO 031 602

Guide to Population Issues for Students and Teachers and Curriculum Guide.
PUB DATE- 99
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demography; Ecology; *Environment; Foreign Countries; Futures (of Society); Global Approach; Higher Education; Human Geography; Intermediate Grades; *Population Growth; *Population Trends; Secondary Education; *Social Problems; Social Studies; *Sustainable Development

As the world grapples with increasing environmental, social, and security problems, population is rarely considered a cause or contributing factor. The relationship of population to the human condition, and to the condition of the Earth, is often subtle and complex. But population growth affects almost every aspect of life from education to employment to the environment; it contributes to hunger, migration, war, and disease. This curriculum unit on population issues for high school and college students is divided into the following essay and information sections: "Introduction: Who Cares about Population Anyway?"; "A Brief History of World Population"; "How Many People Can the Earth Support?"; "Tracking the Trends: A Look at Key Indicators"; "Population and the Environment"; "Economic and Social Impacts of Population Growth"; "Population and Religion"; "Does the U.S. Have a Population Problem?"; and "And Now the Good News: Personal and Global Solutions." This curriculum guide aims to deliver a well-rounded understanding of population issues to high school and college students. The guide is divided into the following sections: (1) "How to Use the Curriculum Guide"; (2) "Goals and Objectives"; (3) "Curriculum Guide by Issue"; (4) "Population Ethics Issues"; (5) "Hands-On Illustrations and Activities"; and (6) "Additional References and Resources." The first section offers

PUB DATE- 00
NOTE- 181p.; Funding for this project was provided by Indiana Humanities Council, Cinergy, Indiana University Center for International Business Education and Research, and Purdue Center for International Business Education and Research.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics; Geography; *Global Approach; High Schools; *International Relations; Middle Schools; Social Studies; State History; *Thematic Approach
IDENTIFIERS- Global Issues; Globalization; *Indiana; Internationalism; *State Issues

In an era of globalization, Indiana's cultural, geographic, and economic relationships are becoming more prevalent. This guide is designed for use in middle and high school classrooms to encourage teachers and students to examine their own community's international relationships. The materials were developed by Indiana teachers and are organized around four major themes: (1) The World in Your Community (suggests ways of understanding the international influences experienced in communities every day); (2) Indiana's Resources, Goods, and Services (provides a look at the physical and human resources that allow Indiana to play a role on the international scene); (3) Interdependence (deals with the movement of goods and services, skills, people, and ideas to and from Indiana); and (4) Transitions (provides a perspective on the opportunities and challenges of an international economy and encourages students to consider their future careers and develop their own potential). Each thematic unit is designed to address Indiana's academic standards and contains sample lessons, assessments, and suggestions for teaching resources. Lessons are meant to be flexible, and while some are particularly appropriate for teaching concepts in economics, geography, or history, they can also be helpful in teaching the skills students need to move from school to the world of work and responsible citizenship. Concludes with a resource section. (BT)

ED 448 089   SO 032 328

Rengel, Marian
Encyclopedia of Birth Control.
PUB DATE- 00
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Abortions; Anatomy; *Contraception; *Family Planning; Gynecology; Health Education; *Pregnancy; *Reproduction (Biology); Social History
IDENTIFIERS- Birth Spacing; *Global Issues; *Reproductive Rights

This encyclopedia brings together in more than 200 entries, arranged in A-to-Z format, a portrait of the complex modern issue that birth control has become with advances in medicine and biochemistry during the 20th century. It is aimed at both the student and the consumer of birth control. Entries cover the following topics: birth control advocates and inventors, cases and legal issues, contraceptive methods, countries and regions, issues and controversies, medical issues, organizations, religion and birth control, reproductive systems and processes, research and development, and special populations. Nearly all entries conclude with "Further reading" listings, which guide readers to selected books, journal identities and international misunderstandings. Essays in the collection are: (1) "The Lessons of War, Global Power, and Social Change" (Laura Hein; Mark Selden); (2) "The Japanese Movement to 'Correct' History" (Gavan McCormack); (3) "Consuming Asia, Consuming Japan: The New Neonationalistic Revisionism in Japan" (Aaron Gerow); (4) "Japanese Education, Nationalism, and Ienaga Saburo's Textbook Lawsuits" (Nozaki Yoshiko; Inikuchi Hiromitsu); (5) "Identity and Transnationalization in German School Textbooks" (Yasemin Nuhoglu Soysal); (6) "The Vietnam War in High School American History" (James W. Loewen); (7) "War Crimes and the Vietnamese People: American Representations and Silences" (David Hunt); (8) "The Continuing Legacy of Japanese Colonialism: The Japan-South Korea Joint Study Group on History Textbooks" (Kimijima Kazuhiko); (9) "The Power of Selective Tradition: Buchenwald Concentration Camp and Holocaust Education for Youth in the New Germany" (Gregory Wegner); and (10) "Teaching Democracy, Teaching War: American and Japanese Educators Teach the Pacific War" (Kathleen Woods Masalski). (BT)

ED 448 113   SO 032 379

Kang, Sunjoo
The West and Ignore the Rest: Conceptualizations of World History in American High School Textbooks, 1875-1934.
PUB DATE- 00
NOTE- 279p.; Ph.D. Dissertation, Indiana University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Content Analysis; European History; High Schools; *Historical Interpretation; History Instruction; *History Textbooks; Social Studies; *Textbook Content; Textbook Research; *Western Civilization; *World History
IDENTIFIERS- Conceptual Analysis; Thematization

World history textbooks currently used in U.S. high schools adopt Western civilization as the integrating element of world history. The high school world history approach with Western civilization as the essence was a product of the late 19th century and early 20th century. The historical consciousness of this period continues to influence decision making with regard to the selection and organization of high school world history textbooks. This study traces conceptual origins of the Western-centered approach to world history by undertaking an exploration of conceptualizations of world history in high school textbooks in the late 19th and early 20th century. This research sought to answer the following questions: In the textbooks published during the period between 1875 and 1934, what kinds of themes determined the selection and the organization of world history? How did those organizational themes come into prominence?; Specifically, what kinds of historical experiences--events, ideas, aspirations, and enterprises--gave rise to particular organizational themes and topics? and What assumptions and premises undergirded the conception of world history? To answer these questions, the study analyzed high school textbooks in general history, European history, and world history from 1875 to 1934. Findings reveal the limits of the Western-centered approach to world history and, in the end, suggest a revision of the high school world history course that would be more relevant to contemporary needs. Includes extensive footnotes and 4 figures; contains a 264-item bibliography. Appendixes contain lists of the 38 textbooks analyzed. (BT) collaborations with Virginia schools, and interviewed four classroom teachers who had worked with two museum educators in an effort to stimulate student skill development and encourage student motivation. Five major topics regarding museum/school collaborations provided a framework for the study results: people who collaborate and their roles; reasons for collaborations; types of collaborations; collaborations and the school curriculum; and collaborations and student understanding. Museum educators and classroom teachers were the primary collaborators. There were five main reasons for collaborating, which reflected the contributions of museums and museum educators and the positive outcomes of working with teachers. Six types of museum/school collaborations were noted. All museum programs fit their activities into pertinent curricular objectives. Collaborations increased students' motivation and achievement while developing critical thinking skills and self-esteem. Four appendixes contain: interview questions for museum educators; interview questions for teachers; a tip sheet on such collaborations; and museum and teacher resources. (Contains 18 references.) (SM)

ED 448 134   SP 039 648

Hufford, Don
Lift Every Voice and Sing: Democratic Dialogue in a Teacher Education Classroom.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Democracy; Democratic Values; *Discussion (Teaching Technique); Elementary Secondary Education; Foundations of Education; Higher Education; Preservice Teacher Education; Student Teachers; Teacher Educators

This paper describes a model that builds on the assumption that educators teaching foundations of education courses have a unique opportunity to model the democratic process and a moral responsibility to infuse the art of human conversation and self-transcendence into education. Exposure to such classes may encourage preservice teachers to go beyond the search for pedagogical recipes and reflect on larger metaphysical responsibilities. The educational practice model presented here has philosophical connections to Shor's liberating education. It recognizes teaching and learning opportunities inherent in the flow of energy released by the seemingly chaotic elements comprising a classroom with open boundaries. It seeks a classroom community of inquiry based on a dialogical structure that allows individuals and groups to express different perspectives and interests but also encourages them to participate in a dialogue across difference aimed at formulating a democratic educational climate. The paper describes how education must be full of meaning in order to be meaningful, explaining how this can occur in democratic classrooms. It presents five theoretical positions about learning in democratic classrooms. It concludes that to search out and define the foundational principles upon which a personal teaching methodology rests is a continuing process that involves reflection on possibilities. (Contains 47 references.) (SM)

ED 448 135   SP 039 650

teachers undergoing formal induction in their first year of teaching. This report discusses the effectiveness of induction programs and resulting outcomes for beginning teacher retention, beginning teacher effectiveness, and mentor participation. The various components of induction programs are provided, with in-depth discussion of: the role of the mentor; characteristics of effective mentorship and of successful induction programs; release time; and program evaluation and assessment. Included are aspects of induction programs that administrators, mentors, and inductees identify as essential to a program's success. Indicators of increased teacher effectiveness as they resulted from programs in California, Idaho, Montana, North Carolina, Wisconsin, and Toronto, Canada, are detailed. Statistics showing high retention rates for inducted teachers are given for Texas, California, Montana, and Wisconsin. (Contains 29 references.) (Author/SM)

ED 448 154 SP 039 683

Little, Judith Warren
Teachers' Professional Development in the Context of High School Reform: Findings from a Three-Year Study of Restructuring Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Change; Educational Environment; *Faculty Development; High Schools; Inservice Teacher Education; *Leadership; Principals; *School Restructuring; Secondary School Teachers; *Teacher Improvement; Teacher Role; Teachers
IDENTIFIERS- California; *Reform Efforts; Teacher Leadership

This paper examines the demands on teachers' knowledge, attitudes, and practice associated with reforms commonly attempted in high schools and the corresponding opportunities for teacher development. Data come from a study of comprehensive school reform to illuminate the degree of fit between high school reform agendas and teachers' professional demands and opportunities. The paper examines two issues: the contribution of professional development to a school's capacity for reforms targeted at teaching and learning and how working in a reform-active environment affects teachers' practice and commitment. Section 1 examines high school traditions and reforms (the California School Restructuring Demonstration Program and the School Restructuring Study). Section 2 discusses student experience in the restructuring schools and why teacher development matters. Section 3 highlights restructured learning conditions. Section 4 presents three cases of restructuring schools, focusing on reform and professional development. Section 5 examines contributions of professional development in the context of whole school reform, highlighting: reform focus and the value attached to professional development, reform goals and the magnitude of change for individual teachers, the significance of professional community, and the role of administrator and teacher leadership. (Contains 42 references.) (SM)

ED 448 155 SP 039 684

Pritchard, Flynn; Ancess, Jacqueline

association of an effect, a measure often associated with effect size. It is also considered the proportion of total variance accounted for by an independent variable. It is simple to compute and interpret. However, it has one critical weakness cited by several authors (C. Huberty, 1994; P. Snyder and S. Lawson, 1993; and T. Snijders, 1996), and that is a sampling bias that leads to an inflated judgment of true effect. The purpose of this study was to determine the degree of inflation by determining how large ES is likely to be by chance, find methods of predicting the mean inflation, and then proposing the use of a corrected ES coefficient that is the observed ES minus the mean expected ES, a value added approach. A Monte Carlo study was set up using a number of samples from 2 to 10 and sample sizes from 5 to 100 in steps of 5. In each number of samples and sample size configuration, 10,000 one-way analysis of variance replications, using samples drawn from the unit normal distribution, were conducted for a total of 1,800,000 replications. Patterns of observed ES values were examined for influences of number and size samples. It was clear that ES was influenced by both of these factors. Trend analysis was conducted to determine equations that could be used to predict the mean chance-based ES for given number and size of samples. In a given research situation, the expected ES coefficient may be determined for comparison with the observed ES. Such an approach removes the bias cited as the major weakness of the use of ES as a measure of strength of association and makes it a more useful measure of non-chance influence. (Contains 6 figures, 3 tables, and 43 references.) (Author/SLD)

ED 448 176 TM 032 137

White, Barbara L.; Daniel, Larry G.
Development of a Measure of Attitudes toward School Violence.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; Factor Analysis; *Factor Structure; Graduate Students; Graduate Study; Reliability; *School Safety; *Teacher Attitudes; Validity; *Violence

The purposes of this study were to devise and provide validity and reliability data for scores on an instrument measuring attitudes toward school violence and to develop importance ratings of the items based on data from teachers in a high school that had experienced a highly publicized violent episode. Two independent samples were used. Based on the factor analysis of data from sample 1 (n=370 education graduate students), 4 factors were extracted representing meaningful subscales: (1) causes of violence; (2) responses to school violence; (3) profile of the violent student; and (4) extent of violence. Reliability coefficients for scores on the four subscales ranged from 0.69 to 0.90. Based on data from sample 2 (n=234 parents and students), subscale scores were analyzed to determine which subscales were rated most differently by the parent and student participants. Discriminant analyses indicated a statistically significant moderate effect, with parents and students most different on the media influences and social influences subscales. (Author/SLD) for composite scale scores (CSS) and kappa statistics for SPR classifications. Results show that there is a high level of agreement among the three mathematical models considered, suggesting that the preferred model be the one that is easiest to understand and communicate. (Contains 2 tables and 10 references.) (Author/SLD)

ED 448 196   TM 032 226

Buckendahl, Chad W.; Smith, Russ W.; Impara, James C.; Plake, Barbara S.
A Comparison of the Angoff and Bookmark Standard Setting Methods.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cutting Scores; *Junior High School Students; Junior High Schools; Mathematics Tests; *Research Methodology; *Standard Setting (Scoring); *Standards
IDENTIFIERS- *Angoff Methods

This paper presents a comparison of two commonly used methods, Angoff (W. Angoff, 1971) and Bookmark (D. Lewis, H. Mitzel, and D. Green, 1996), for setting cut scores on selected response tests. This comparison is presented through an application to a grade 7 mathematics assessment in a suburban Midwestern school district. Training and operational methods and procedures for each method are described in detail along with comparative results for the application. Although the Angoff method is more widely used, the Bookmark method has several strengths. It provides judges with an opportunity to focus on performance of the "Barely Proficient" students without worrying about estimating item difficulty. It also may be a more efficient method in terms of the length of time it takes for judges to make their bookmark placements. When results were compared, the recommended cut scores provided by the two methods were very similar, with the Bookmark method producing a lower standard deviation. (Author/SLD)

ED 448 197   TM 032 227

Inoue, Yukiko
Learning and Cognitive Theory Applied to Education.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Theories; *Cognitive Processes; *Cultural Differences; *Elementary Secondary Education; Foreign Countries; *Learning; Sex Role; *Student Motivation
IDENTIFIERS- *Japan; United States

In a question-and-answer format a number of topics related to learning and cognitive theory in educational applications are discussed. Most of the discussions consider the contrast between U.S. and Japanese educational practices. The topics include: (1) behavioral and cognitive approaches to learning; (2) metacognition and its implications for learning; (3) recent criticisms of the educational theories of J. Piaget; (4) the functioning of humans and computers; (5) stereotypes; (6)

homeless students and why the barriers exist; features of successful approaches to addressing the transportation needs of homeless students; what school districts and communities need to know and be able to do to address these transportation issues and how they can build their capacity to address the issue; how policies and legislation can support school districts and communities in their efforts to provide transportation for homeless children and youth; and what needs to be done. This report discusses what each person can do, and presents issues for further research. Five appendixes include: an issue brief; the 1994 Stewart B. McKinney Homeless Assistance Act; the federal definition of homeless children and youth and the U.S. Department of Education's 1995 preliminary guidance; the symposium agenda; and the symposium participant list. (SM)

ED 448 218   UD 033 874

Purcell, John
Dropout Prevention Strategies for Hispanic Students.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Dropout Prevention; English (Second Language); *Hispanic American Students; *Language Minorities; Parent Participation; Reading Achievement; Reading Instruction; Relevance (Education); Secondary Education; Teacher Student Relationship; Tutoring

This paper examines methods that can help prevent a rise in the dropout rate of Hispanic students in the United States, focusing on five principles that form the basis for research by the Center for Research on Education, Diversity, and Excellence. The first principle states that learning should be facilitated through joint productive activity among teachers and students. The second principle highlights the importance of developing students' competence in the language and literacy of instruction throughout all instructional activities. The third principle is to contextualize teaching and curriculum in the experiences and skills of the home and community, making it relevant to students and their life experiences. The fourth principle is to challenge students toward cognitive complexity, encouraging them to reach within their zones of proximal development so they may perform with teacher guidance. The fifth principle is to engage students through dialogue, particularly in the instructional conversation. Beyond the five principles, there are other things that schools and educators can do to support at-risk Hispanic students, including: monitoring their performance; providing curricular congruence; rechanneling gang members' interests and leadership skills; and avoiding the cultural deprivation model or deficit view of at-risk Hispanic students. (Contains 29 references.) (SM)

ED 448 219   UD 033 875

Lopez, Elias, Ed.; Puddefoot, Ginny, Ed.; Gandara, Patricia, Ed.
A Coordinated Approach to Raising the Socio-Economic Status of Latinos in California.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Information on JUMP has been collected through an automated management information system. Data are currently available for 7,515 youth, 6,163 mentors, and 6,632 matches. A national evaluation team collects information in a common format from all JUMP grantees, enabling conclusions about mentoring based on the experience of the 164 existing JUMP programs. The average age of youth enrolled in JUMP programs is just under 12 years, and most are from single-parent households. Most are exposed to risk factors and are lacking in protective factors. The volunteer mentors participating in JUMP projects are a diverse group. The JUMP national evaluation will play an important role in expanding the body of information about mentoring, but some assessments can already be made. Both youth and mentors have viewed the experience as positive, and it is evident that match characteristics affect perceived benefits. Many projects have reported difficulty in recruiting mentors, especially men. For this reason, it is necessary to study the motivations of mentors. Other areas that require more study are the use of funding and ways to secure further support, and issues related to training and technical assistance. Mentoring shows great promise as an effective intervention for at-risk youth. Knowledge from the JUMP national evaluation will help future mentoring projects. (SLD)

ED 448 238   UD 033 897

Stough, Laura M.; Songeroth, Mary S.
Minority Students Who Persist: A Three-Year Study of Undergraduate Engineering Majors.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Students; *Engineering; Ethnic Groups; Grade Point Average; Higher Education; Metacognition; *Minority Groups; *Student Attitudes

Factors influencing the achievement and retention of ethnic minority students were studied, focusing on 38 ethnic minority students in a college engineering program. Of the 38 students, 12 were African American, and 26 were Hispanic of Mexican American origin. Students were participants in the university's Equal Opportunity in Engineering program, which targeted its retention efforts to ethnic minorities. Information on their achievement in the first and second semesters was compiled, and a profile was created for each student, using grade point average and retention status to create achievement and retention (in engineering) categories. Telephone interviews were conducted with students to determine their perceptions of factors that influenced their achievement and retention. Successful students were more articulate about their use of study strategies and seemed to have more metacognitive awareness. Successful students listed group studying as one of their primary learning strategies. Both successful and unsuccessful students made negative comments about the teaching ability of some teachers, but successful students were able to identify ways to circumvent negative instruction. (Contains 27 references.) (SLD)

ED 448 239   UD 033 898

ED 448 258 UD 033 917

Schumacher, Rachel; Greenberg, Mark
Child Care after Leaving Welfare: Early Evidence from State Studies.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; Public Welfare Foundation, Washington, DC.; Open Society Inst., New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 38p.; Also sponsored by the Mailman Family Fund and the Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Day Care; Early Childhood Education; *Employed Parents; Financial Support; Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform

This report presents key findings from a review of data focusing on child care arrangements among people who have left welfare. Most states have conducted studies of former welfare recipients using administrative data, surveys of welfare leavers, or a combination of the two. Data from these surveys indicate that most people who have left welfare are working, and typically in jobs with wages below the poverty line. Less than 50 percent of welfare leavers who are working receive child care subsidies, even though a significant number of families who leave welfare need the assistance. About 40 percent of responding families do not know of the availability of child care subsidies. Most welfare leavers report relying on friends or relatives for child care arrangements, while those who do use the subsidies tend to rely on child care centers. Lack of child care is constantly identified as one reason for non-employment among welfare leavers, but it is typically not the most common reason. An appendix presents a description of the reviewed studies of families who have left welfare. (SM)

ED 448 259 UD 033 919

Bartlett, Sheridan; Hart, Roger; Satterthwaite, David; de la Barra, Ximena; Missair, Alfredo
Cities for Children: Children's Rights, Poverty and Urban Management.
PUB DATE- 99
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Development; *Child Health; *Child Welfare; Children; *Childrens Rights; Community Health Services; Day Care; Developing Nations; Elementary Secondary Education; Family Life; Government Role; Housing Needs; Juvenile Justice; Neighborhoods; Poverty; Prenatal Care; Quality of Life; Urban Areas
IDENTIFIERS- Risk Reduction

This book is designed to help local authorities work to make their cities better places for children and adolescents. It examines the responsibilities that authorities face in this regard, discussing practical measures for meeting those challenges in the context of limited resources and multiple demands. There are 14 chapters in 3 parts. Part 1

"Understanding Children's Rights and Development," includes: (1) "The Convention on the Rights of the Child," (2) "Children's Development," and (3) "Stable Families." Part 2, "Working for Urban Children's Rights," includes (4) "Prenatal and Birth Environments," (5) "Housing for Children," (6) "Community Health," (7) "Neighbourhoods for Children," (8) "Child Care," (9) "Schools," (10) "Working Children," (11) "Street-Based Children," and (12) "Juvenile Justice." Part 3, "Governance for Children's Rights," includes (13) "The Context of Local Government" and (14) "Practical Implications for Local Government." (Contains 341 bibliographic references.) (SM)

ED 448 260 UD 033 920

Slavin, Robert E.; Madden, Nancy A.
One Million Children: Success for All.
PUB DATE- 01
NOTE- 361p.; With contributions by Bette Chambers, Cecelia Daniels, Martha French, Barbara Haxby, Kathleen Simons, and Barbara Wasik.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Change; *Educational Improvement; Elementary Education; Faculty Development; Mathematics Education; Parent Participation; *Reading Skills; Science Education; Social Studies; Special Education; Tutoring; *Writing Skills
IDENTIFIERS- Family Support; Reform Efforts; Reform Strategies; *Roots and Wings Program; *Success for All Program

This book presents the components of Success for All and Roots & Wings, two comprehensive restructuring programs for elementary schools designed to make the idea that all children can learn a practical, daily organizing principle, especially in schools serving students at risk. Success for All, first implemented in 1987, was created to show how schools could ensure that virtually all children could learn to read and write. It uses research-based curricular strategies, individual tutoring, and active family support. Roots & Wings, which began in 1991, extends similar principles to mathematics, social studies, and science. Nine chapters examine: (1) "One Million Children: Success for All" (an overview); (2) "Reading, Writing, and Language Arts Programs"; (3) "Tutoring Programs"; (4) "Prekindergarten and Kindergarten Programs"; (5) "Roots & Wings: Adding Social Studies, Science, and Mathematics to Success for All"; (6) "Family and Student Support"; (7) "Facilitators and the Change Process"; (8) "Research on Success for All and Roots & Wings"; and (9) "Success for All, Roots & Wings, and School Reform" (the implications of research for compensatory education, special education, and school reform in general). Appendixes to the first five chapters present sample lessons, activities, and checklists. (Contains 131 references.) (SM)

ED 448 261 UD 033 921

Chernoff, Mina W.; Watson, Bernadine H.
An Investigation of Philadelphia's Youth Aid Panel: A Community-Based Diversion Program for First-Time Youthful Offenders.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 20p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Community Control; Community Programs; *Delinquency Prevention; Juvenile Justice; Recidivism; *Youth Programs
IDENTIFIERS- *Juvenile Crime

This report describes the Philadelphia Youth Aid Panel (YAP), an alternative approach to juvenile justice. YAPs, also known as Community Accountability Panels, evolved from 1950s legislation empowering panels of community members to handle low-level juvenile offenders. The Youth Aid Panel allows low-level juvenile offenders who have admitted their guilt to avoid facing the criminal justice system. YAP operates through the District Attorney's Office and is open to youthful first-time, nonviolent offenders. Juveniles and their parents go before a panel of community members, and sentences are passed that includes: restitution, serious self-reflection, and community service. Youths are assigned to monitors who maintain contact throughout the process. Section 1 describes YAP and its operations, based on information from interviews and focus groups with youths, panelists, parents, police officers, probation officers, and YAP staff. Section 2 analyzes data on 300 1994 YAP youth tracked through the juvenile and adult court record systems. Another 300 similar youth, arrested for low-level crimes in 1994 but not part of YAP, were also tracked. This provided a context for examining YAP recidivism rates. Overall, most YAP participants were male, black youth age 14-17 years who committed weapons violations. Over 70 percent of participants completed the program. Within 3 years, 29.9 percent of YAP completers were rearrested, compared with 44.4 percent of non-YAP youth. Section 3 discusses promising aspects of YAP, offering recommendations on strengthening operations and future research. (SM)

ED 448 262   UD 033 922

National Youth Gang Survey, 1998. OJJDP Summary.
PUB DATE- 00
NOTE- 87p.; Foreword by John J. Wilson.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Crime; Delinquency; Guns; Homicide; *Juvenile Gangs; Minority Groups; Tables (Data); Violence; Young Adults
IDENTIFIERS- Assaults; *Drug Trafficking; *Juvenile Crime

This summary provides results from the 1998 National Youth Gang Survey, administered to a representative sample of city and county police and sheriff's departments nationwide. Results indicate that the percentage of jurisdictions reporting active youth gangs decreased from 51 percent in 1997 to 48 percent in 1998. About 780,200 gang members were active in 28,700 youth gangs in 1998, a decrease from 1997's rates of 816,000 and 30,500, respectively. Despite these declines, gangs remain a serious problem. Every city with a population of 250,000 or greater reported the presence of youth gangs, as they did in 1996 and 1997. The number of gang members increased 43 percent in rural counties from 1996-1998. In 1998, 60 percent of gang members were over age 17 years, and 92 percent were male. Most gangs reported using firearms in assault crimes. One-third of all gangs were drug gangs. Drug gangs were most prevalent in rural counties where 38 percent of gangs were found to be drug gangs, as compared to 35 percent in the large cities. Five appendixes include: 1998 National Youth Gang Survey form for representative and comparative samples, random sample selection methodology, jurisdictions reporting active youth gangs in 1998, and U.S. regions and divisions used for the survey. (Contains 20 references.) (SM)

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(010) Books

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(021) Collected Works - Proceedings

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296p. L3 ED 447 817

Deconstructing the Myths: A Research Agenda for American Indian Education (Albuquerque, New Mexico, April 14-15, 2000).
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Early Childhood in Central and Eastern Europe: Issues and Challenges. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph No. 13/2000. First Central and Eastern European Early Childhood Care and Development Meeting (Budapest,Hungary, October 24-28, 1999).
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1839p. L1 ED 447 782

Finding Our Literacy Roots. Yearbook of the American Reading Forum, 1998. Papers from the American Reading Forum Annual Conference, 1997 .
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Knowledge: Creation, Organization and Use. ASIS '99: Proceedings of the American Society for Information Science (ASIS) Annual Meeting (62nd, Washington, DC, October 31-November 4, 1999). Volume 36.
868p. L3 ED 447 783

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(072) Book/Product Reviews

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CS510451	ED447534
CS510452	ED447535
CS510453	ED447536
CS510454	ED447537
CS510455	ED447538
CS510456	ED447539
CS510457	ED447540
CS510458	ED447541
CS510459	ED447542
CS510460	ED447543
CS510461	ED447544
CS510462	ED447545
CS510463	ED447546
CS510464	ED447547
CS510465	ED447548
CS510466	ED447549
CS510467	ED447550
CS510468	ED447551
CS510469	ED447552
CS510470	ED447553
CS510471	ED447554
CS510476	ED447555

CS510478	ED447556

EA - Educational Management

EA030487	ED447557
EA030686	ED447558
EA030687	ED447559
EA030688	ED447560
EA030689	ED447561//
EA030690	ED447562
EA030692	ED447563
EA030693	ED447564
EA030695	ED447565
EA030696	ED447566
EA030705	ED447567
EA030718	ED447568
EA030719	ED447569
EA030720	ED447570
EA030721	ED447571
EA030722	ED447572
EA030723	ED447573
EA030727	ED447574
EA030729	ED447575
EA030730	ED447576
EA030731	ED447577
EA030732	ED447578
EA030733	ED447579
EA030735	ED447580
EA030737	ED447581
EA030738	ED447582
EA030742	ED447583
EA030743	ED447584
EA030744	ED447585
EA030745	ED447586
EA030746	ED447587
EA030747	ED447588
EA030748	ED447589
EA030749	ED447590
EA030750	ED447591
EA030751	ED447592
EA030752	ED447593
EA030753	ED447594
EA030755	ED447595
EA030756	ED447596
EA030757	ED447597
EA030758	ED447598
EA030774	ED447599
EA030775	ED447600
EA030776	ED447601
EA030777	ED447602
EA030778	ED447603
EA030779	ED447604
EA030784	ED447605
EA030820	ED447606
EA030876	ED447607
EA030882	ED447608

EC - Disabilities and Gifted Education

EC307851	ED447609
EC308056	ED447610
EC308100	ED447611
EC308101	ED447612
EC308102	ED447613

EC308103	ED447614
EC308104	ED447615
EC308105	ED447616
EC308106	ED447617//
EC308107	ED447618//
EC308108	ED447619//
EC308109	ED447620//
EC308110	ED447621//
EC308111	ED447622
EC308112	ED447623
EC308113	ED447624//
EC308114	ED447625//
EC308115	ED447626
EC308116	ED447627
EC308117	ED447628
EC308118	ED447629
EC308119	ED447630
EC308120	ED447631
EC308121	ED447632
EC308122	ED447633
EC308123	ED447634
EC308124	ED447635
EC308125	ED447636
EC308126	ED447637
EC308127	ED447638
EC308128	ED447639
EC308129	ED447640
EC308130	ED447641
EC308131	ED447642
EC308132	ED447643
EC308133	ED447644
EC308134	ED447645
EC308135	ED447646
EC308136	ED447647
EC308137	ED447648
EC308138	ED447649
EC308139	ED447650
EC308140	ED447651
EC308141	ED447652
EC308142	ED447653
EC308143	ED447654
EC308144	ED447655
EC308145	ED447656
EC308146	ED447657
EC308147	ED447658
EC308148	ED447659
EC308149	ED447660
EC308150	ED447661
EC308151	ED447662
EC308152	ED447663
EC308153	ED447664
EC308154	ED447665
EC308346	ED447666

EF - Eric Facility

EF005126	ED447667//
EF005650	ED447668//
EF005767	ED447669
EF005770	ED447670
EF005786	ED447671//
EF005796	ED447672
EF005798	ED447673
EF005799	ED447674

EF005800	ED447675
EF005801	ED447676
EF005802	ED447677
EF005803	ED447678
EF005804	ED447679
EF005805	ED447680
EF005806	ED447681
EF005809	ED447682
EF005812	ED447683
EF005813	ED447684
EF005814	ED447685//
EF005815	ED447686
EF005816	ED447687
EF005817	ED447688
EF005818	ED447689
EF005853	ED447690//
EF005854	ED447691//

FL - Language and Linguistics

FL026310	ED447692
FL026469	ED447693
FL026470	ED447694//
FL026471	ED447695
FL026472	ED447696
FL026473	ED447697
FL026474	ED447698
FL026475	ED447699//
FL026476	ED447700
FL026477	ED447701
FL026478	ED447702
FL026479	ED447703
FL026480	ED447704
FL026481	ED447705
FL026483	ED447706
FL026485	ED447707
FL026486	ED447708
FL026487	ED447709
FL026488	ED447710
FL026489	ED447711
FL026490	ED447712
FL026491	ED447713
FL026494	ED447714
FL026495	ED447715
FL026496	ED447716
FL026497	ED447717
FL026498	ED447718
FL026499	ED447719
FL026505	ED447720
FL026523	ED447721
FL026524	ED447722
FL026525	ED447723
FL026526	ED447724
FL026527	ED447725
FL026528	ED447726
FL026529	ED447727
FL026530	ED447728
FL026531	ED447729
FL026532	ED447730
FL801401	ED447731
FL801412	ED447732
FL801413	ED447733
FL801414	ED447734
FL801415	ED447735

FL801416	ED447736
FL801417	ED447737//
FL801418	ED447738//

HE - Higher Education

HE033159	ED447739
HE033167	ED447740
HE033584	ED447741//
HE033585	ED447742//
HE033586	ED447743//
HE033587	ED447744//
HE033588	ED447745//
HE033589	ED447746
HE033590	ED447747//
HE033591	ED447748//
HE033592	ED447749//
HE033593	ED447750//
HE033594	ED447751//
HE033595	ED447752
HE033596	ED447753
HE033597	ED447754
HE033598	ED447755
HE033599	ED447756
HE033600	ED447757
HE033601	ED447758
HE033603	ED447759
HE033604	ED447760
HE033605	ED447761
HE033606	ED447762
HE033607	ED447763
HE033608	ED447764
HE033609	ED447765
HE033610	ED447766
HE033611	ED447767//
HE033612	ED447768
HE033613	ED447769
HE033614	ED447770
HE033615	ED447771
HE033616	ED447772
HE033617	ED447773
HE033618	ED447774
HE033619	ED447775
HE033620	ED447776//
HE033621	ED447777
HE033622	ED447778
HE033623	ED447779

IR - Information and Technology

IR020401	ED447780
IR020402	ED447781
IR020403	ED447782
IR020404	ED447783//
IR020405	ED447784
IR020406	ED447785
IR020407	ED447786
IR020408	ED447787
IR020409	ED447788
IR020410	ED447789
IR020412	ED447790
IR020413	ED447791
IR020414	ED447792
IR020415	ED447793

IR020416	ED447794
IR020417	ED447795
IR020420	ED447796
IR020423	ED447797
IR020424	ED447798//
IR020428	ED447799
IR020431	ED447800
IR020432	ED447801
IR020435	ED447802//
IR020436	ED447803
IR020437	ED447804
IR020438	ED447805
IR020439	ED447806
IR020441	ED447807
IR020442	ED447808
IR020443	ED447809
IR057861	ED447810//
IR057865	ED447811//
IR057870	ED447812//
IR057871	ED447813//
IR057872	ED447814//
IR057874	ED447815//
IR057875	ED447816//
IR057895	ED447817//
IR057927	ED447818//
IR057930	ED447819//
IR057942	ED447820
IR057943	ED447821
IR057944	ED447822
IR057945	ED447823
IR057946	ED447824
IR057947	ED447825
IR057948	ED447826
IR057949	ED447827
IR057950	ED447828
IR057951	ED447829
IR057952	ED447830
IR057953	ED447831
IR057954	ED447832
IR057955	ED447833
IR057956	ED447834
IR057957	ED447835

JC - Community Colleges

JC000222	ED447836
JC000592	ED447837
JC000739	ED447838
JC010000	ED447839
JC010002	ED447840
JC010003	ED447841
JC010004	ED447842
JC010005	ED447843
JC010008	ED447844
JC010009	ED447845
JC010010	ED447846
JC010011	ED447847
JC010012	ED447848
JC010015	ED447849
JC010016	ED447850
JC010017	ED447851
JC010018	ED447852
JC010019	ED447853
JC010020	ED447854

JC010021	ED447855
JC010022	ED447856
JC010023	ED447857
JC010024	ED447858
JC010025	ED447859
JC010027	ED447860
JC010028	ED447861
JC010029	ED447862
JC010030	ED447863
JC010031	ED447864
JC010032	ED447865
JC010033	ED447866
JC010034	ED447867
JC010035	ED447868
JC010036	ED447869
JC010037	ED447870
JC010038	ED447871
JC010039	ED447872
JC010040	ED447873
JC010041	ED447874
JC010042	ED447875
JC010043	ED447876
JC010044	ED447877
JC010045	ED447878
JC010046	ED447879
JC010047	ED447880
JC010048	ED447881
JC010049	ED447882
JC010050	ED447883
JC010051	ED447884
JC010052	ED447885
JC010053	ED447886
JC010054	ED447887
JC010056	ED447888
JC010057	ED447889
JC010058	ED447890
JC010059	ED447891
JC010060	ED447892
JC010062	ED447893
JC010063	ED447894
JC980134	ED447895//

PS - Elementary and Early Childhood Education

PS028598	ED447896
PS028624	ED447897
PS028856	ED447898
PS028942	ED447899
PS028972	ED447900
PS028976	ED447901//
PS028981	ED447902
PS028982	ED447903
PS028983	ED447904
PS028984	ED447905
PS028985	ED447906
PS028986	ED447907
PS028987	ED447908
PS028988	ED447909
PS029000	ED447910
PS029001	ED447911
PS029002	ED447912
PS029003	ED447913
PS029004	ED447914
PS029008	ED447915

PS029009	ED447916
PS029010	ED447917
PS029012	ED447918
PS029013	ED447919
PS029014	ED447920
PS029018	ED447921
PS029019	ED447922
PS029020	ED447923
PS029021	ED447924
PS029023	ED447925
PS029024	ED447926
PS029025	ED447927
PS029026	ED447928
PS029027	ED447929
PS029028	ED447930
PS029029	ED447931
PS029030	ED447932
PS029031	ED447933
PS029036	ED447934
PS029039	ED447935
PS029040	ED447936
PS029041	ED447937
PS029042	ED447938
PS029043	ED447939
PS029044	ED447940
PS029045	ED447941
PS029046	ED447942
PS029047	ED447943
PS029048	ED447944//
PS029049	ED447945//
PS029050	ED447946//
PS029051	ED447947
PS029052	ED447948
PS029053	ED447949
PS029059	ED447950
PS029060	ED447951
PS029061	ED447952
PS029062	ED447953
PS029063	ED447954
PS029064	ED447955
PS029065	ED447956
PS029066	ED447957
PS029067	ED447958
PS029068	ED447959
PS029071	ED447960//
PS029073	ED447961
PS029074	ED447962//
PS029075	ED447963
PS029078	ED447964
PS029079	ED447965
PS029082	ED447966
PS029085	ED447967
PS029087	ED447968//
PS029098	ED447969
PS029099	ED447970
PS029100	ED447971

RC - Rural Education and Small Schools

RC022149	ED447972
RC022417	ED447973
RC022418	ED447974
RC022422	ED447975
RC022488	ED447976

RC022490	ED447977
RC022551	ED447978
RC022552	ED447979
RC022595	ED447980
RC022596	ED447981
RC022607	ED447982
RC022622	ED447983
RC022628	ED447984
RC022664	ED447985
RC022668	ED447986
RC022670	ED447987
RC022672	ED447988
RC022673	ED447989
RC022680	ED447990
RC022681	ED447991
RC022683	ED447992
RC022698	ED447993//
RC022701	ED447994
RC022706	ED447995
RC022707	ED447996
RC022708	ED447997
RC022709	ED447998
RC022710	ED447999
RC022711	ED448000
RC022712	ED448001
RC022713	ED448002
RC022715	ED448003
RC022721	ED448004
RC022722	ED448005
RC022727	ED448006//
RC022728	ED448007//
RC022729	ED448008
RC022730	ED448009
RC022731	ED448010
RC022732	ED448011
RC022733	ED448012
RC022734	ED448013
RC022735	ED448014

SE - Science, Mathematics, and Environmental Education

SE063874	ED448015
SE063894	ED448016
SE063897	ED448017
SE063970	ED448018
SE063971	ED448019
SE064090	ED448020
SE064148	ED448021
SE064153	ED448022
SE064190	ED448023
SE064200	ED448024
SE064214	ED448025
SE064215	ED448026
SE064216	ED448027
SE064227	ED448028
SE064228	ED448029//
SE064230	ED448030//

SE - Science, Mathematics, and Environmental Education (continue)

SE064245	ED448031
SE064307	ED448032
SE064325	ED448033
SE064326	ED448034//
SE064327	ED448035